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ABSTRACT

This publication is a summary report of a national conference cosponsored by the U.S. Office of Education and the National Association of Secondary School Principals to discuss current concerns in secondary education. The report includes adaptations of general session addresses, reports on each of the 20 workshops, and articles on the general sessions for which there were no prepared texts. Topics of the individual workshops include "the exceptional child," "the change process," "community resources for learning," "the high school curriculum in response to a changing world," "articulation with postsecondary education," "education through work and service," "compulsory education," "adolescence and the youth subculture," "student rights and responsibilities," "values education," "urban education and youth," "purposes of secondary education," "job training and job placement," "delivery of guidance services," "multicultural education," "teacher education," "secondary school size and organization," "violence and vandalism," "graduation requirements," and "a design for developing a local curriculum." (JG)

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# New Dimensions for Educating Youth

## A Bicentennial Conference Report on America's Secondary Schools

John Chaffee Jr, USOE, *Editor*
James P. Clark, NASSP, *Associate Editor*

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office of Education
Denver, Colorado

NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS
Reston, Virginia

EA 008 532

MORE PUPIL RESPONSIBILITY

40 THE DENVER POST Wed., Apr. 28, 1976

# 'Custodial' Education Attacked

...SCOMBE
...sioner of education, said in Denver ...day.
...on educators at a

today, we are keeping them in school longer."

High schools, the commissioner contended, "should take the initiative in finding appropriate career-related jobs for students and give them credit toward graduation for this exposure to the world of work.

"By the same token," he told the conference, which wound up its three-day session Wednesday ... credit ... why ... in-dents ...

Some 1,000 educators are expected to attend the conference at the Regency Inn, co-sponsored by the U.S. Office of Education and the National Association of Secondary School Principals.

The sessions will run through noon Wednesday, taking up such potentially controversial topics as modifying compulsory-age laws and high school ... student rights ... delin-

—"A national return to goals of excellence." Equality of opportunity, he warned, can be distorted "to mean that everything and everybody is counted ... unless of actual value ... hope," he said, ... for

EDUCATION U.S.A.
The independent weekly education newspaper published by the National School Public Relations Association
Washington, D.C., May 3, 1976 Vol. 18, No. 36

## Secondary School Leaders Shape New Strategies

### A Special Report on the National Conference on Secondary Schools

Secondary school leaders from throughout the country "... freedom" last week and took steps to ... national conference in Denver, ... Principals (NASSP) and th... superintendents and ... into realis... stud... di... edu... had ... and ... calls ...

## AUTHOR OF EDUCATION BOOKS

# Teacher Internship of Years Proposed

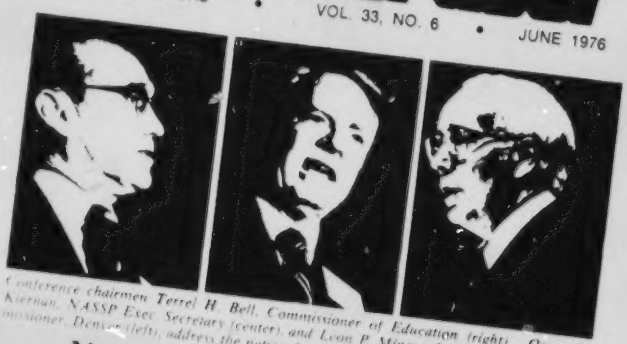
By ART BRANSCOMBE
Denver Post Education Editor

Would-be teachers should serve an in... before ... are licensed to teach, a memb... York Times editorial ... I... fessio... ternship of several years in the classroom ... ity ar... endorsing an "open ... ies and helping establish parame... should be extended, said one panel ... qual basis. Throughout the discu... le of secondary education—to he... gly, the proposals did not deman... ey emphasized a lot of change in ... idents and parents. The focus h... e laid down in 1918, said one ... fety's values to an emp... ference endorse... s, agre...

The School Administrator
AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS • VOL. 33, NO. 6 • JUNE 1976

## Conference Participants Urge Teaching of Values

Not only is there a defi... to ...



Conference chairmen Terrel H. Bell, Commissioner of Education (right), Owen B. Kiernan, NASSP Exec. Secretary (center), and Leon P. Minear, USOE Regional Commissioner, Denver (left), address the national conference on secondary education.

## New Dimensions for Secondary Education Explored in National Conference Workshops

...rs assembled in Denver at the end of April ... groundwork for ... sive educational reform ... e of Education (USOE) ... ncipals (NASSP), the ... on officials tackled the ... ng from violence and ... attempted to fashion ... As they struggled to ... e all, to be seeking ... d on specific issues. ... stead, the workshop ... themes in education ... schools, parent and ... m freer, less struc... temporary, flexible ... ividualize and, in ... ze" education ... ys to many of the ...

(continued on page four)

# Educators Asked to Reduce 'Cultural Illiteracy' in U.S.

By ART BRANSCOMBE
Denver Post Education Editor

Educators at a national conference in Denver were challenged Monday to help reduce "functional illiteracy in the arts ... and humanities" among Americans.

Many educators in recent years have been worrying about low levels of competence in reading, math and science, Alvin ... urich told a conference on secondary ... the Regency Inn.

artifacts available for understanding men, women and children as human beings."

As a psychologist, Eurich added, "I would claim that far greater insights about behavior — about motivation, feelings, the emotions — can be gleaned from the arts and humanities than from the vast specialized literature amassed in the field of psychology."

Yet in education, the sciences and ... mathematics "have held sway over the ... e con... e U.S.

The Washington Star
TUESDAY, APRIL 27, 1976

# IN FOCUS To What Age Should Public Education Be Compulsory?

By John Mathews
Washington Star Staff Writer

**At issue is whether obligation should end at 14 or 18**

The Puritans started it off in the 1640s, holding parents responsible in the Massachusetts Bay Colony for educating their children in the basic subjects, a trade and the approved religious catechism.

In the 18th century, there was much talk, but little action about the issue of establishing public schools and forcing parents to send their ... them.

This week, for example, a national conference in Denver on the future of high schools, sponsored jointly by the U.S. Office of Education and the National Association of Secondary School Principals, will consider mandatory attendance as a key issue.

Nobody is saying get rid of com... The argument ...

the 1st Amendment guarantee to a free exercise of religion. In a strong dissent, Justice William O. Douglas argued that the majority decision considered only the rights of parent to decide what they want for their children, but not the right of children to decide for themselves. The since-retired justice wrote:

"If a parent keeps his child out of school beyond the grade school, then ... barred from

# Foreword

National panels, commissions, and task forces alike have concluded in recent years that the Nation's secondary schools need varying degrees of change, reform, or renewal if they are, in the words of one report, "to meet the complex demands of a society in the throes of social change."

Responding to these concerns, Terrel H. Bell, the U.S. Commissioner of Education, conceived a forum of secondary education decisionmakers to help resolve some of the issues involved in the transition of youth to adulthood. In planning and conducting the forum, Dr. Bell secured the assistance and cosponsorship of the National Association of Secondary School Principals (NASSP). Indeed, it was NASSP's task force report, *This We Believe*, that provided much of the inspiration for the national conference that was held in Denver in April of the Nation's Bicentennial Year.

The purpose of the conference was to bring together educators and education policymakers from throughout the country to examine a number of secondary school concerns in the wake of all the rhetoric about such issues as compulsory education, graduation requirements, and student rights and responsibilities. Unlike many education meetings where a few talk at the many, the Denver conference was designed to allow the many to discuss major issues among themselves.

In preparation for the conference, each of OE's 10 regional offices sponsored a workshop and developed background papers on the issues to be considered. These papers were incorporated by NASSP into 20 Discussion Guides—one for each of the national conference workshops. The Discussion Guides were distributed to conference participants a week or two prior to the conference. As a result, most of the nearly 800 persons who attended the conference arrived in Denver well prepared to participate actively in workshop discussions.

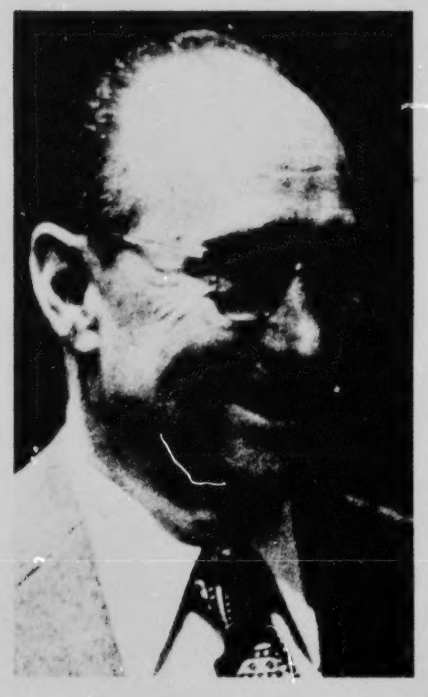
How well they did is reflected in the reports that follow. With the exception of those adapted from general session addresses, these reports were prepared by 10 experienced education information or research specialists, each of whom was assigned as a summary writer to two workshops. The willingness of their supervisors to free them for this assignment is appreciated.

This conference report includes adaptations of general session adresses, reports on each of the 20 workshops, and articles on general sessions for which there were no prepared texts. The reports on workshop discussions, including proposals and recommendations, reflect the views of those who participated. Therefore, this report as a whole might well be considered as a statement entitled *This We Propose* from those who attended.

There were 784 who registered. Secondary school principals or assistant principals numbered 323—47 of whom represented nonpublic schools. There were 152 local school district administrators; 60 State-level officials, including seven chief State school officers; 79 college or university representatives; 70 Federal education officials; and 100 others, including teachers, students, counselors, association executives, local school board members, and representatives of special interest groups. They came from all 50 States, the District of Columbia, and Puerto Rico.

As reflected in the reports that follow, their mood was one of change. Generally, they agreed with NASSP that "secondary schools reflect more than do most institutions the forces of change in society." As society changes, so, too, must America's high schools. While conference participants did not agree on a single statement of "cardinal principles," they did develop proposals, suggestions, and recommendations which, if implemented, would go a long way toward meeting what U.S. Commissioner of Education Terrel H. Bell termed the need to "dejuvenilize" secondary education.

Most participants also agreed that the conference was one of the most stimulating and valuable expe-



riences of recent years. This, of course, is a tribute to all those who worked to make it so:

It's a tribute to the OE regional commissioners who hosted the regional workshops that preceeded the national conference: William Logan in Boston, Robert Seitzer in New York, Walker Agnew in Philadelphia, Cecil Yarbrough in Atlanta, Mary Jane Calais in Chicago, Edward Baca in Dallas, Philip Hefley in Kansas City, Edward Aguirre in San Francisco, and Phillips Rockefeller in Seattle;

It's a tribute to John Chaffee Jr., public information officer on the staff of the U.S. Commissioner of Education, who edited the Discussion Guides, recruited the summary writers, and edited this conference report;

It's a tribute to Owen B. Kiernan, executive secretary of NASSP, and members of his staff, particularly Scott D. Thomson and James P. Clark, who proved once and for all that education professionals and OE can work together effectively and efficiently;

It's a tribute to Rulon Garfield, regional director of the U.S. Department of Health, Education, and Welfare in Denver, and members of the Denver OE regional commissioner's staff, particularly H. John Runkel, assistant regional commissioner for school systems, and Edward B. Earsh, conference coordinator;

And finally, it's a tribute to the man who made it all possible: Terrel H. Bell, the U.S. Commissioner of Education. His distinguished leadership of the Office of Education was never more apparent than in conceiving, planning, and participating in this Bicentennial conference in the Centennial State.

Leon P. Minear
Regional Commissioner
U.S. Office of Education, Denver
*National Conference Chairman*

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H. John Runkel

Edward B. Larsh

The National Conference on America's Secondary Schools was held in Denver, Colo., on April 25-28, 1976. It was conducted jointly by the U.S. Office of Education and the National Association of Secondary School Principals (NASSP). This conference report was prepared pursuant to Office of Education contract C-381-75-0004 with NASSP. However, the opinions expressed herein do not necessarily reflect the positions or policies of either the Office of Education or the National Association of Secondary School Principals, and no official endorsement should be inferred.

# I—Conference overview

## *"This we propose. . ."*

By John Chaffee Jr.

American secondary schools have undertaken the agony of constructive change. Student unrest, parent-taxpayer concerns, and economic uncertainty have combined to provide principals with unprecedented opportunities to lead an education renewal that promises more student and community involvement, more alternative programs, and greater emphasis on developing basic competencies and instilling in students a sense of moral and ethical values.

Denver conference participants appeared not only sanguine about the future of American secondary education, but willing, even eager, to improve the means by which youth make the transition to adulthood. They seemed to realize that as the influence of traditional forces in shaping that transition wane, schools must assume greater responsibilities.

The tone was set by the keynote speaker, Fred M. Hechinger of *The New York Times.* He reviewed the legacy: schools were the essential ingredient in building the Nation; and posed the challenge: the best that has been accomplished is little more than providing a foundation upon which to build. "Our strategy," said Owen B. Kiernan of the National Association of Secondary School Principals, "is to build on the strengths of the existing system."

Schools should not only reflect the forces of change in society, said Kiernan, they should serve as agents of constructive change.

In that mood, conferees set about exploring and discussing issues ranging from the purposes of secondary schooling and the value of the high school diploma to the use of community resources and student rights and responsibilities.

Four interrelated themes emerged:

- "Dejuvenilize" secondary schools. The term was used by U.S. Commissioner of Education Terrel H. Bell, but the concept permeated a substantial number of sessions. To some it meant more student involvement in planning the curriculum or governing the school. To others it meant providing youth with more opportunities to deal with people of all ages, to break down the isolation of the youth subculture. Basically, it came down to finding ways of treating students more like adults, of making school more relevant to their lives today and not something to be regarded only as preparation for some unknown future.
- Increase community involvement. Greater use of readily available community resources, both inside the school and by having students involved in outside community activities, was routinely discussed in many sessions. Suggestions included: requiring all students to participate in some form of nonpaying community work or service, soliciting community input in planning the school curriculum, and using community resources more effectively in teaching such subjects as social studies and the arts and humanities. In short, break down the walls that too often have isolated so many schools—and their students—from their communities.
- Change the school environment. The size of secondary schools needs to be limited—no more than 2,100 students, even in urban centers. Schools of 800 stu-

*John Chaffee Jr. is on the staff of the U.S. Commissioner of Education.*

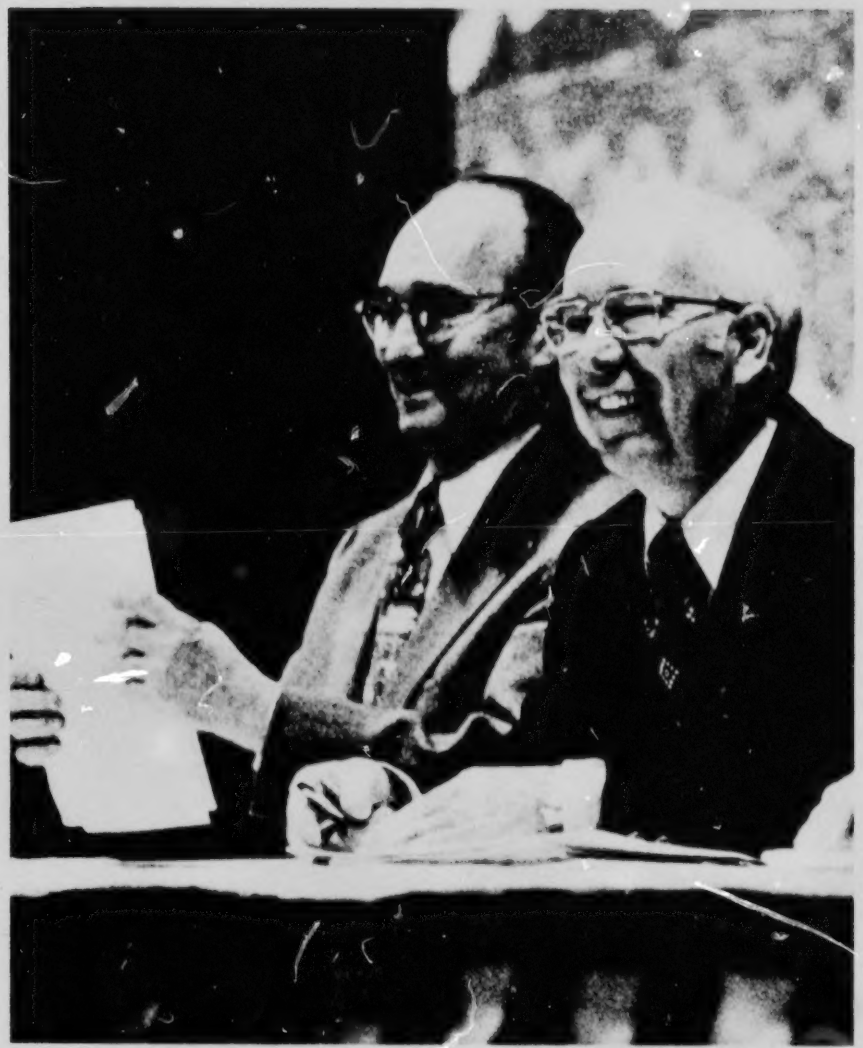
dents or more should be subdivided, with about 150 students in each subgroup. Schools should emphasize education, not attendance, and provide flexibility in student entering and leaving beyond the compulsory attendance age. Schools should assume greater responsibility for teacher training, both preservice and inservice, to prepare teachers for specific local needs. The mood and atmosphere of the school should reflect an awareness of our multicultural, multiethnic, and interdependent world.

• Shift the curriculum focus. With a "back to basics" controversy raging throughout the country, Denver conferees looked beyond the furor and emphasized some long-neglected "basics," notably values education. Not only must schools establish standards for students to judge themselves and their society, but they must teach a process by which students can set standards and make moral decisions for themselves. While recognizing that schools must provide students with basic competencies, there was concern that such intrinsic values as the arts and humanities not be ignored. Guidance, it was felt, should be built into the school program and become an accepted part of every teacher's responsibility.

But Denver conference participants were not content merely to develop an agenda for future action—a "this we propose" shopping list. They also were concerned about how to transform rhetoric into reality, how to bring about the changes they proposed.

In a workshop on the change process they learned how to plan for change, how to deal with the natural inclination of people to resist change. It was agreed that school administrators and education decisionmakers need to develop specialized change agent skills and become adept in the techniques of participative change.

One of the conference's most dynamic general session speakers, Carolyn Warner of Arizona, implored participants to admit they need help. "If we are going to meet the challenges of the times, we are going to have to involve the community, including business, industry, labor, the PTA," she said.



*Leon P. Minear and Terrel H. Bell*

Finally, the closing session speaker put it all on the line. "Principals are the people who, as individuals and as a group, probably can do more than any other individuals or groups to encourage and support the kind of school-by-school reconstruction we need," said John I. Goodlad, dean of the Graduate School of Education at UCLA.

Don't look for some external model of school improvement, said Goodlad. "The individual school is the largest organic unit for educational change. . . .each individual school, with appropriate support and encouragement, could become sensitive to its own needs, competent in defining them, and discriminating in the selection of resources from within."

The individual school principal, he said, should become "not an arm of management but the leader of the organic unit that is the school." And the strong superintendent, he added, "will encourage the local school and its leadership to be strong because therein, ultimately, will lie renewal and strength in American education." ■

## II—The legacy and the challenge

# *Growing up in America*

By Fred M. Hechinger

It is not easy for those of us who have long followed the vagaries of education not to be slightly cautious about the promise of change. I recall the story of the father who, as an alumnus of his son's high school, goes storming into the principal's office, irate with the discovery that the boy's examinations were exactly the same as the tests he himself had been given so many years ago. "Don't let it upset you," the principal told the father. "You're quite right. We do ask the same questions every year. But let me assure you, every year we change the answers."

As we approach this country's 200th anniversary, it is not inappropriate to recall Thomas Jefferson's warning that "if a Nation expects to be ignorant and free in a state of civilization, it expects what never was and what never will be."

James Madison was equally blunt when he said: "Popular government without popular information or the means of acquiring it is but a prologue to a farce or tragedy, or perhaps both."

Or listen to Benjamin Franklin, who might well be advising a contemporary President contemplating the relative priorities of education and defense with these words on the education of youth, which he actually wrote to Samuel Johnson in 1750: "Wise and good men are, in my opinion, the strength of a state; much more so than riches or arms, which, under the management of ignorance and wickedness, often draw on destruction, instead of providing for the safety of the people."

Or look back in admiration at one of our first prophets of equality through education: "Now surely, nothing but universal education can counter-work this tendency to the domination of capital and the servility of labor," wrote Horace Mann. ". . .Property and labor, in different classes, are essentially antagonistic; but property and labor, in the same class, are essentially fraternal. . . . Education, then, beyond all other devices of human origin, is the great equalizer of the conditions of men—the balance wheel of the social machinery."

### *They were teachers*

These are some of our promises. Except perhaps for the special wisdom of Horace Mann, which came a little later, these guidelines sprang from an era of political genius not to be equalled in our Nation's short history and rarely matched in the history of any nation. We would be short-sighted indeed to mark the Bicentennial without an attempt to recall and rediscover some of the widsom of that time. It may be more spectacular and entertaining to restage old battles; but it seems more fitting and more instructive to listen to the advice of our early philosophers. They were teachers, and like the Bill of Rights and the Constitution, their lessons stand unchallenged, even if often unheeded.

The danger of losing our freedoms through ignorance remains as acute as in Jefferson's day. The tragic follies committed by popular government in the absence of popular information need not be cited in detail when Bays of Pigs and Tonkin Gulfs and Watergates are still fresh in our memory. Critics of the educational as well as the economic system have not been bashful in reminding us that Horace Mann's promise of equality through universal schooling is neither at hand nor even around the corner. Labor and management are not yet always fraternal. (Not even when the teachers are the labor and school boards think they are management.)

And yet, it would be grossly misleading to look to the future without briefly taking stock of our past accomplishments. Reflecting the triumphs of American society as a whole, education has been spectacularly successful in removing barriers that had earlier made schooling an elitist privilege for the few. It is easy to ridicule the mass culture, the supermarket, the as-

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*Fred M. Hechinger is a member of the Editorial Board of The New York Times. This article is adapted from his keynote address at the secondary school conference.*

## "Schools were the essential instrument to build a country."

sembly line that permits millions to dress and live and relax in a style that used to be reserved for the rich and well-born; yet the appeal of precisely that tearing down of the old barriers, without the violence of a French or a Bolshevik revolution, has become the envy of all the world. Elitists may still consider this a vulgar trend; but in the chronicle of human progress the open access to education is sure to be inscribed as a remarkable accomplishment.

Statistics cannot tell all, but they do tell something. Today, 59 million Americans, from kindergarten to university, are actively enrolled in educational institutions, taught by an army of more than three million teachers. Almost nine million students are in the colleges and universities, compared with only 237,600 in 1900. Horace Mann's dream of universal elementary and secondary schooling has come true. Long since abandoned is the cruel process of selecting children at an early age, after completion of grade school, and shunting them off into educational tracks that fixed their social and economic position for life.

### *Focus on service*

The Land-Grant Act, passed by Congress in the midst of the Civil War, changed the character of the university for all time to come, not only in the United States but throughout much of the world. The concept of involving higher education directly in the problems of society—to view the campus as more than an enclave of classical scholarship—had already gained some impetus as colleges sprang up during America's westward march of the open frontier; now, service became a clearly defined mission. And although challenged time and again by those who wanted to keep the academia exclusive, the expansionist drive has prevailed. It was deeply embedded in the American philosophy and temperament. The old-timers ridiculed the "cow-colleges" (never suspecting that out of them would rise the great universities of today) and recited their mocking verses, such as this typical example:

*Education is the rage*
*In Wisconsin*
*Everyone is wise and sage*
*In Wisconsin;*
*Every newsboy that you see*
*Has a varsity degree*
*Every cook's a Ph.D.*
*In Wisconsin*

Faith in the power of education carried the day. Schools were the essential instrument to build a country. McGuffey's Reader and Webster's spellers and dictionaries created more than a language; they provided the cement that would hold a new Nation together.

To individuals—millions of them newly arrived from the poverty and oppression of other lands—school meant opportunity to succeed, to become part of the mystery that was America. For many, the process of Americanization was harsh. For the parents whose children were being deliberately estranged from the old familiar ways, it could be a bitter experience. Children returned from school with new names, given to them without as much as a consultation with the parents. Children began to tell their parents, "You don't understand. . . . This is America."

But for many millions the process was nevertheless sweet liberation. Mary Antin, later to be the editor of *Promised Land*, came to the United States as a young teenager from Russia where she, as a Jewish child, had been barred from the schools. Her father, who preceded the family, had written ecstatically about those free schools—"the essence of American opportunity, the treasure that no thief could touch. . .surer, safer than bread or shelter." Schools were the key to upward mobility. Colleges increasingly reflected what Jefferson had only vaguely felt—"an insurrection. . .of science, talents, and courage, against rank and birth. . ."

Yes, there were doubters all along the way. Even so recently as when Congress passed the G.I. Bill of Rights—not out of a concern for education as much as to prevent the veterans from creating bread lines—many higher education spokesmen were horrified. In their conservatism, they saw a threat to the purity of academic standards and the serenity of academic life. There would be wives, and there might even be babies.

The veterans came—and so did the wives and the babies. Instead of undermining educational quality, they shored it up, gave it a new maturity. At Stanford University, the regular undergraduates, with grumbling admiration, called them the D.A.R.'s—the Damned Average Raiser. (In the 1920's, students at the Ivy League colleges, used to the comfortable pace of the non-competitive gentleman's C, and their allies in the administration similarly turned against the newly arrived Jews from Eastern Europe as a threat to the leisurely status quo.)

Yes, the accomplishments of American education are real. I doubt that Horace Mann would believe that communities today spend more than half of their entire budget for education or that the Nation's total educational expenditure from all sources is almost $120 billion. The fact that we all agree that even that total is not enough to carry out education's costly mission merely underscores how central a place the schools now occupy in American society.

And yet, there are nagging doubts. Critics—social as well as educational—complain that the schools have failed to live up to the task and the promise; that they, in

particular, have allowed serious inequalities to persist; that they have paid too little attention to those children who need help most—the poor and the deprived; that the quality of achievement has been slipping along with the quality of the curriculum. Perhaps even more serious, the very concept of compulsory education has come under fire. Interestingly—or perhaps, ironically—while compulsory education had initially been opposed by diehard conservatives, the current attack comes from the left side of the political spectrum. The original opponents objected to the idea of educating the masses; the current objections are couched in the larger question whether to compel children to go to school may not infringe on their, and their parents', civil liberties.

### *Much to be done*

I do not mean to recite education's accomplishments in order to suggest satisfaction or smugness. Much remains to be done. The best of what has been achieved is little more than the putting down of the foundations. Pride in a commitment to what seems to be basically the right direction must not obscure the enormous distance that remains between the ultimate goals and the checkpoint reached at the end of the first 200 years.

**Point One** on the agenda for the future calls for far greater efforts to put an end to the dichotomy between what the schools do for those two worlds of children—the affluent and the poor; the mainstream and the forgotten; the black and the white.

The insensitivity to that gap is deeply embedded in mankind's—not just Americans'—thinking. Even Locke, who strove so hard to make childhood less grim, never included poor children as recipients of the benefits he charted. Time and again, poor children—the millions of penniless immigrants in the urban slums of the 19th century and once again the migrants from the South in our time—were written off as inferior and viewed as depraved. "Vicious" was the term regularly applied to them because they stole when they were hungry and had no other source of help. Time and again, poor children were being blamed for their poverty and for the behavior that results from it. Even as John Dewey brought love and humanity to the children of his laboratory school in Chicago, poor children were being cruelly treated in the nearby stockyards.

Here is a witness testifying before a commission on the effect of child labor in the 1860's:

"Five days of the week, at the outer edge of winter, I never stood out in the daylight. I was a human mole, going to work while the stars were out and returning under the stars. . . .the mule-room was kept at 85 to 90 degrees of heat. The hardwood floor burned my bare feet. I had to gasp quick, short gasps to get air into my lungs at all."

And yet, the terrible gap between the children of the rich and those of the poor did not prevent so prominent and powerful an educator as Nicholas Murray Butler, using the presidency of Columbia University as his pulpit, to testify against the laws that tried to put an end to child labor.

"Surely no true friend of childhood," Butler said, "can wish to support a measure which will make possible the substitution of Congressional control of childhood and youth for the natural relation-

Fred M. Hechinger

**"The best of what has been achieved is little more than the putting down of the foundations."**

ship of parent and guardian."

Horrible examples, perhaps; but symptomatic of the great divide that has for too long, separated the two categories of children. Difficult as the task may be, the schools must bridge—and eventually close—the gap. Contrary to some of the political attacks launched in recent years against compensatory education for the disadvantaged, these programs have not failed; they merely were deprived by lack of money and educational leadership of a fair chance to succeed. The idea of Head Start was sound; what was wrong was only the expectation of a quick and cheap miracle drug.

### *Recapture faith*

But it is not enough to revive these efforts; the schools must organize themselves for a more efficient response to the needs of the deprived. Education must recapture some of Horace Mann's faith in the power of the school to make the crucial difference, to be the balance wheel.

The task is difficult. In 1787, Jefferson wrote to James Madison: "I think our government will remain virtuous for many centuries. . .as long as there shall be vacant lands in any part of America. When they get piled upon one another in large cities, as in Europe, they will become corrupt as in Europe. Above all things I hope the education of the common people will be attended to: convinced that on their good sense we may rely with the most security for the preservation of a due degree of liberty."

Well, we know now that the process of getting "piled upon one another in large cities" has taken much less time than Jefferson hoped it might. The crowding and the corruption are with us. The challenge now is to prove Jefferson wrong on his one point of an almost obsessive fear of the urban "mob"—to prove that even in urban America the education of the common people can triumph over the growing threat to liberty and self-government.

**Point Two** on the agenda for the future deals with the training and deployment of teachers. In a mass system, it will never be possible to mobilize an army—more than three million strong—all of whom embody the highest quality of the art of teaching. One of the ship's officers in *The Caine Mutiny* described the manual of naval regulations as a book written by geniuses to be used by idiots. So insulting a characterization would be overstating the case when applied to the general process of training the great army of teachers. The overwhelming number of those who want to be tomorrow's teachers are of normal and above-normal intelligence. And yet, it would be too much to expect the majority of them to be born teachers--artists at what remains one of the world's toughest and most delicate tasks.

What, then, is the solution? It seems to me to come in two parts. First, the process of educating teachers must be made sensitive and adaptable enough to get out of the way of the natural artists—to let them develop in their own fashion, helped by the trainers, but not molded by them.

Second, the culmination of the process of training, selecting and certifying of teachers must be shifted from the college campus to actual classrooms filled with real children and their real problems. Much of the present theoretical work must be replaced by on-the-job practice. Several years of internship or residency should precede the point at which new teachers are licensed and employed at full pay. The internship period moreover ought to be viewed as a time for weeding out those who are unsuitable for teaching careers before they are locked into the system as a permanent irritant to themselves and generations of children.

And once again, great care must be taken during those years of induction into the profession, that the minority of the born teachers are not deprived of their spark and their capacity to add the excitement of excellence to the routine of competence.

Implicit in such a course would be an understanding—long overdue—that teachers are not mere interchangeable parts in a huge education machine. To license teachers according to level and subject matter and then to consider them all equally serviceable under all conditions is to ignore the important nuances in a system that ought to be concerned with individual children. It is to ignore, for instance, the qualities that will make some teachers suitable for the slums and others for the suburbs, to use a perhaps oversimplified example.

I would hope that this new breed of teachers would seriously reconsider the way in which teachers are currently organized—by the schools and by their own unions or associations. If the profession wants to free itself of a self-imposed straightjacket, it must reject models of organization that imitate industry—the model of the assembly line in school administration; the model of the industrial trade union in their own approach to organizing themselves.

**Point Three** on the agenda for the future should be renewed efforts to put an end to the tyranny of administration over content. The persistent dogma of "the one best way" dates back to days when schoolmen looked to the railroads as the example of efficient management. It has long outlived its usefulness. Anyone not yet persuaded that it is time for change ought to contemplate the fate of the rail-

"...add the excitement of excellence to the routine of competence."

roads. "Remember the Penn Central" is not a bad slogan for school reform. Although American educators have long extolled the importance of individual attention, preoccupation with the problems of mass have more often resulted in administrative devices to fit the individual child to the pedagogic machinery instead of adjusting the machinery to serve the individual child.

**Point Four** on the agenda for the future must be an effort to recapture a sense of shared purpose. In an admittedly primitive form, this was initially achieved through McGuffey's Reader, which gave all American children a sense of belonging and, however sketchy and simplistic, a sense of universal values. Much later, in a more sophisticated approach, the core curriculum, with its broad attention to Western civilization and the American past, tried to bring cohesion and unity to a diverse population.

More recently, however, all efforts at creating such a unity of experience have been rejected. There has been an understandable but extreme reaction to the frequent substitution of the pressure cooker for the more benign melting pot of Americanization. As a result, the schools now shy away from all efforts to strengthen the cement needed to hold American society together. The consequences are disintegration—a growing apart, an aimless drifting in a mass culture without a feeling that there are neighbors and compatriots.

"Sesame Street," the modern, electronic McGuffey, is a step in the right direction, but it is not enough. New strategies are needed, not to go back to standardized, regimented Americanization, but to lead the way toward a free-wheeling, critical and yet loving appreciation of those values and goals that were so brilliantly set forth by the Founding Philosophers 200 years ago and which remain crucial for America's third century.

**Point Five** is closely related to the previous one. The survival of the American experiment whether a diverse people can govern itself depends in large measure on a national return to goals of excellence. Equality of opportunity, though a cornerstone in America's blueprint, could nevertheless turn into its gravestone—if equality is distorted to mean that everything and everybody is counted alike regardless of actual value and performance. There is little hope for a society that gives equal credit for the sublime and the ridiculous.

**Sending everybody to school is not a guarantee of adequate education.**

In educational terms, this calls for the posting of new goals of excellence in language and thought, in the study of history, in the devotion to civil liberties and civil rights, in the appreciation of civil restraints that must be universally accepted if America is to survive as a Nation governed by law and not by force.

We have had some narrow escapes. Discrimination, long condoned by custom and even by the courts, survived the end of slavery and came closer than any other national failing to tearing the Nation apart. Though by no means alone in this responsibility, the schools must shoulder a large share in the remaining task of healing the Nation's self-inflicted wounds and of moving America toward the mutual understanding and tolerance essential to the creation of an integrated society.

Let me return to the beginning. "History," wrote Jefferson in his *Notes on Virginia*, "by apprising students of the past, will enable them to judge the future; it will avail them of the experience of other times and other nations; it will qualify them as judges of the actions and designs of men; it will enable them to know ambition under every disguise it may assume; and knowing it, to defeat its views."

These are ideas to which we should listen again, 200 years later, not because we have failed, but rather because, having traveled a respectable distance on the inspiration of these lessons, we have tended to forget them when we need them most. It would be entirely wrong to conclude that this Nation, because it is infinitely better schooled today, is therefore wiser, and thus safe from political folly and ethical lapses. While I firmly believe that the achievement of universal education is one of America's greatest triumphs, it does not follow that merely sending everybody to school is a guarantee of adequate education.

From the Nation's beginnings, Americans have understood the mutually compensating role of the dreamers and the realists, the Romantics and the Organizers, as we called them in our book, *Growing Up in America*. The Declaration of Independence was the work of the Romantics; the Constitution, the road map of the realistic Organizers. In education, too, the Romantics and the Organizers have played a crucially compensating role. Today, more than ever, there is a need for a new coalition between the two—the keepers of the dream and the pragmatists who know how to deal with reality without stifling the romantic spirit of the belief in the children and youths whom education must serve.

The heart of the matter is faith—in the future, in the children, in the capacity of what Dewey called "The deliberately progressive society" to gamble on the risks of freedom. The answers to all of education's questions must be sought in the belief that, even if we ourselves may not make it to the promised land, surely there is hope that our children will. That alone must remain the meaning of Growing Up in America. ■

# Let's "dejuvenilize" secondary education

By Terrel H. Bell

Long before our young people began to grow up so fast—thanks to television, travel, and other nonschool learning experiences—Mark Twain observed that schools weren't exactly the most stimulating or challenging institutions in our national life.

What Mark actually said was: "Soap and schooling are not as sudden as a massacre, but they are more deadly in the end." The statement was exaggerated, of course, but I suspect there was more than a grain of truth in it. And if students believed that schools were deadly in a far less sophisticated era than our own, it's no wonder our teenagers today regard much of education as dull, repetitious, and out of step with the real world.

We urgently need some "New Dimensions for Educating Youth." As I go around the country talking with chief State school officers, local officials, teacher trainers, and parent and student groups, I find an underlying concern about what high schools offer young people in a day when they are maturing at an early age—everywhere but in the classroom. We know that teenagers mature physically these days about two years earlier than their grandparents did. We know that television, rock groups, sexually explicit movies, and the drug culture expose young people to adult issues at an impressionable age. We know that youngsters are attempting to find their way into the adult world, that they are groping for answers, and that the high school classroom, still largely cloistered and abstract, is to some extent an anachronism in their changing world.

Such issues—and what to do about them—have been studied by a number of distinguished national panels in the past few years. These studies represent a great deal of talent, time, and money, and they respond to many of the concerns I've been hearing. What comes through loud and clear is the need to "dejuvenilize" secondary education.

High schools are going to have to drop the custodial function and give students more rights in return for asking them to assume more responsibility. Only about half of a student's day is devoted to academic pursuits. The rest is a "holding action" that bores and frustrates active young minds and bodies. Here we could learn from our forebears. Young people in the 18th and 19th centuries moved freely between school and work. Schools closed during harvest season so that they could help in the fields. And society expected them to marry and assume adult responsibilities at a much earlier

*Terrel H. Bell is U.S. Commissioner of Education. This article is adapted from his address at the secondary school conference in Denver.*

age than today. Paradoxically, with young people maturing earlier today, we are keeping them in school longer.

I'm not suggesting that we encourage students to drop out and head for the altar. Rather, I think high schools need to develop more interesting and flexible options for them.

For example, I believe we should encourage, perhaps even require, students to alternate classroom study with work, paid or volunteer. Not just any job, but a job related to their potential career field. High schools should take the initiative in finding appropriate career-related jobs for students and give them credit toward graduation for this exposure to the world of work. By the same token, I see no reason why credit should not be given for student involvement in civic or humanitarian enterprises, or for tutoring younger students or helping senior citizens. Most important, we need to relate academic programs more closely to the pragmatic world outside the school—to use the community as a learning laboratory.

### *Some OE programs*

Many of these ideas have already been tried with Office of Education (OE) support, and with marked success. I'd like to mention a few out of 50 projects that have increased student motivation or academic achievement to such a degree that they have been selected by OE's Dissemination Review Panel for nationwide adoption by schools that want them.

• Project Adventure, operating in 30 high schools in 11 States, uses the community as classroom. One curriculum—"The Sea as Teacher"—uses boat-building and marine biology as a central activity. Another centers on restoring a vandalized park. The history course includes taped interviews, made on a bicycle tour, in which older residents talk about the community as it used to be. Students have also studied science and ecology in relationship to local swamps and rivers, taken part in a winter campout, skiied cross-country, and led outdoor trips for interracial groups of innercity junior high school students.

Terrel H. Bell

**"We need to relate academic programs more closely to the pragmatic world outside the school."**

• New Haven, Conn., has a Community Planning Council for Educational Alternatives, composed of civic and business leaders, parents, teachers, and school administrators. The Council has provided options that students never had before. They can elect to work with volunteer teachers in a community center, hospital, church, or library. They can leave school for a few weeks to work in a job made available by the Council. Or they can attend a special art class each afternoon. Students make their own choices.

• Cooperating with the Right to Read program, the Navy in San Diego gives military and civilian personnel work-release time several hours a week to tutor junior high

school students—and I suspect to give them a positive image of the adult world.

- Students in New Jersey are learning about government and politics by participating in voter registration drives and interning in the office of a mayor, a legislator, or other elected offical.

### *Responsible leadership*

A few words about the Dissemination Review Panel, which has validated these innovative programs, and the National Diffusion Network, which is the dissemination mechanism for making these programs available to other school systems: I believe the panel and the network are good examples of responsible Federal leadership in education.

The Dissemination Review Panel is actually a joint endeavor of the Office of Education and the National Institute of Education (NIE). Research and evaluation specialists from both agencies sit on it. The panel was set up to assure quality control of education products and projects that the two agencies recommend for replication. Before we initiated the panel, it was pretty much up to individual OE or NIE program managers to develop their own evaluation strategies. Each program had its own selection criteria and procedures. Yet a project judged exemplary by a single program manager was often seen by the education community as carrying the official endorsement of the Commissioner of Education or the Director of NIE, or both. The joint panel has standardized the validation process.

Once a project gets panel validation, it moves into the National Diffusion Network. OE established the network in 1974 under a charge from Congress to make the results of research and development projects available to school practitioners.

State facilitators, all professionals in local school systems but acquainted with education resources and needs throughout the their State, are key people in the network. We send them all materials pertinent to every validated project—teacher training manuals and curriculum guides, installation costs, personnel requirements, and so on. They in turn tell local school officials about validated projects. They also hold workshops for interested school people and put them in touch with the original project developers for more in-depth information and training. About a third of the project developers also have small OE grants to finance these training sessions and related activities.

State facilitators and project developers in the network's first year alone held workshops for 1,800 school systems and 19,000 teachers, principals, curriculum specialists, and other interested professionals.

Most of the funds to operate the network are being transferred to the States under grant consolidation in fiscal years 1976 and 1977, and I sincerely hope the States will elect to continue network activities, at least those that can be carried on within individual States. In addition, we have asked Congress for a modest amount in fiscal year 1977 to continue network activities across State lines.

### *Not from scratch*

On balance, I think it's fair to say that you and your colleagues will not have to start from scratch or work in isolation as you seek to make high schools more responsive to the learning needs and personal aspirations of students. There's a lot going on, under State and local as well as Federal auspices. Much of it is very good, and some of it is exceptionally good. You will need time, patience, persistence—and, above all, the support of your community. The rewards will be more than worth the effort.

We need to remember that education, like the Nation, began small, poor, and unprepared for the many tasks a free and democratic people would ask it to perform. Nevertheless, Mark Twain and more recent critics notwithstanding, American education has met many challenges with determination and great ingenuity.

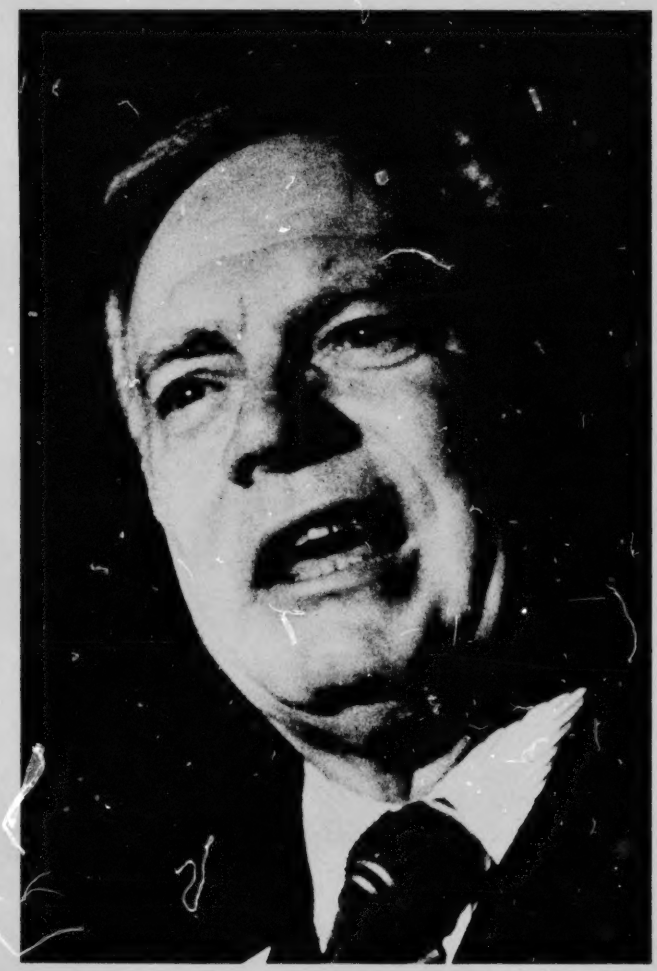
### *Did them all*

Beginning with the first colonists, generations of Americans made ever greater demands. Education was asked to provide religious and moral guidance for the young, to school the privileged in the European classical tradition, to set up free public schools open to all children, to "Americanize" waves of immigrants, to assimilate millions of veterans whose GI benefits made college financially feasible for them for the first time, to upgrade science and foreign language programs, and to develop and operate special programs for the disadvantaged, the handicapped, and the bilingual. It did them all.

Education can accomplish just about anything America asks of it. I am confident that our high schools are ready for the challenges imposed by a multienthnic, multimotivated, and multitalented Nation entering its third century. ■

# Reflecting the forces of change

By Owen B. Kiernan



Owen B. Kiernan

As we enter the Nation's third century, secondary schools will reflect, more than do most institutions, the forces of change in society. Schools are modified decade by decade by the flow of American life, and if it is a particularly turbulent period the secondary schools usually are first to experience this turbulence.

This past year the National Association of Secondary School Principals (NASSP) took another hard look at secondary schools in a changing society, and the resulting publication, *This We Believe*, was used as a benchmark discussion guide for the 10 regional meetings that led up to the national conference in Denver. To set the stage, let me quote from the introductory statement to *This We Believe:*

"As Americans pass through yet another significant era, public attention turns once again to secondary education. What is its purpose? How should it function? Who are the appropriate participants? What constitutes a relevant curriculum and methodology? What revisions must be made? Clearly, secondary schools once again face the cyclops eye of time.

"Aside from a certain durability now exceeding 100 years, perhaps the most characteristic trait of the American secondary school has been its adaptability. As society has moved through the decades, the schools have adjusted to new demands. Consequently, secondary education has been transformed not once but many times in this Nation. Typically these changes were evolutionary rather than sudden and dramatic because they reflected developments in the broader society, also evolutionary.

"From its roots in the academy to an emphasis upon the agricultural and mechanical, to a partnership with the growing State universities, to the era of progressive education, to the Sputnik focus upon academics, to the tumult of the 60s and the searchings of the 70s, the secondary schools have

*Owen B. Kiernan, executive secretary of the National Association of Secondary School Principals, delivered these remarks in somewhat different form at the secondary school conference.*

## "Our strategy is to build on the strengths of the existing system."

kept moving with society.

"Throughout this continual transformation, however, the goals of secondary education have remained extraordinarily stable. Even as new routes to learning were charted and recharted, the central purpose remained essentially fixed. The aim was to develop the talent of each student which in turn would contribute to the general welfare. The democratic ideal that the individual and society would find fulfillment in one another was consistently pursued. The weaving together of personal needs with the public good gained top priority regardless of the decade or of the particular means employed to attain that emphasis.

"For this same 100 years Americans have exhibited a commitment to the schooling of youth greater than any other people on earth. Education is the American Ethos. Whatever the need, education was proposed as the cure. Education was to keep government reasonably responsive through an enlightened electorate. It was to provide the means to conquer hunger and disease. It was to harness natural forces, stimulate the arts, raise the public taste, create a common culture, provide economic opportunity, and discover new horizons for mankind. And, to a considerable extent, education delivered on these promises. Consensually the general welfare was benefited by this expression of faith.

"The challenge for the secondary schools of today is to be equally alert and beneficial. As the dynamics of contemporary change unfold, educators must recognize their significance to the education of youth. Current school programs need to be reviewed and recast in the light of these new and general circumstances. Then secondary schools must plan with imagination and wisdom for the education and transition of youth during this decade and beyond."

Denver conference planners did not use the term "reform" in the theme, but rather "new dimensions" for educating youth. This was a conscious omission, as reform has far too many connotations which involve revolt, overthrow, or a general condemnation of the existing order. Our terminology focuses on improvement, betterment, remodeling, recasting, and hopefully positive regeneration. Our strategy is to build on the strengths of the existing system.

We met in the Mile High City to seek ways and means of improving the character and conduct of the Nation's secondary schools. We did not seek to emphasize what is right or wrong with American education. Unfortunately, in far too many conferences the latter thrust is the prominent one and speakers and presenters soon switch to the condemnatory tone and the dividends of national visibility.

I recall one alleged leader at the last White House Conference on Children and Youth suggesting that the schools had little or nothing of value in their statement of goals or program implementation. He went on to suggest that we should close all of them and for purposes of expediting the procedure, to "burn them down." This radical approach is not only indefensible, but it encourages those who fall in the anti-school and "aginner" categories to serve as willing incendiaries. The test of reasonableness is seldom introduced when the rabble rousers talk about the destruction of an almost sacred institution in our democratic society. We admit to defects and difficulties, but these are correctable, and revolutionary steps as suggested by the above mentioned "educator" ultimately will destroy the very society that we are attempting to improve.

### *Dual mandate*

For almost a dozen years I was privileged to sit in Horace Mann's chair as commissioner of education in Massachusetts. I never ceased to be impressed with his thoughtful recommendations one and one-third centuries ago. He, too, faced turbulent times. He reminded his Massachusetts colleagues in those early days of the dual mandate that should be carried out by all educational institutions.

First he reminded us of the need for stabilizing and perpetuating the society, and that no other institution had the ability to do this as effectively as the schools. In fulfilling this mandate and in passing the torch along to each suc-

## "Schools should serve as agents for constructive change."

ceeding generation it is vitally necessary to underscore positively the rich heritage which is ours. In so doing, the good of that society is highlighted and our young people develop a deeper understanding and appreciation of the goals that are unique to America.

His second mandate, however, is less well known, representing as it does the other side of the academic coin. He stated that the schools should serve as agents for *constructive change.* If they did not accept this second role, he predicted that the society would stagnate and ultimately lose any chance of adapting to new conditions and new times. In a sense, that is why we gathered in Denver—to find better ways of educating America's youth. The use of "new dimensions" does not involve change for the sake of change. It again suggests retaining those programs that have proved to be effective, and the introduction of those that will adequately meet the needs of 1976 and the years to follow.

In *This We Believe,* NASSP takes 28 positions on major issues and many of these will require the highest of AQ's on the local, State, and national levels. I refer to *Adaptability Quotients.* New dimensions involve the extent, breadth, size, and scope of the Nation's secondary schools. It wasn't too long ago when we were recommending giant sized institutions and multimillion dollar buildings to house enrollments of 5,000 and above. To demonstrate our adaptability we now admit the need to refocus our sights and either establish schools within schools or to begin construction of much smaller units. This does not suggest that our leaders of yesteryear were faulty in their judgments. They faced up to the challenges of that day and age and built physical plants and programs to assist the youth of that era. Our Denver meeting was designed to reevaluate existing plants, programs, and personnel, and adapt to new times as necessary.

Reference was made earlier to the need for education to keep government reasonably responsive through an enlightened electorate. In a similar sense, NASSP works cooperatively with the U.S. Office of Education (USOE) in making it reasonably responsive. In another sense, we provide through our 36,000 members who administer the Nation's middle, junior, and senior high schools the mix of practicality—a contact with the real world.

There are occasions when the Federal colossus forgets to make such contacts. I refer not to USOE but rather to the Department of Health, Education, and Welfare (HEW) and the other bureaucratic giants. As an example, in recent months HEW's Office of Civil Rights issued mandates on student suspensions, the American Legion's Boys and Girls State programs, and bilingual education. In each case the directives were substantially off target, pointing up again the need for viable partnerships prior to, during, and after the fact, i.e., the implementation stage. Where we stay together the dividends are substantial. When we go our separate ways they are wasteful and frequently counterproductive. This suggests another look at our respective roles on the local, State, and Federal scenes as we enter the Nation's third century.

### *Changing Federal role*

Although an obvious oversimplification, education continues to be a *local function,* a *State responsibility,* and a *Federal concern.* How well each partner is performing his role is a subject of increasing debate. Most of it centers on the Federal presence and Washington's rapidly changing role. The negative effects are more widely known: the paper blizzard, interminable delays, impractical and costly regulations, standards that fall below those of several States, arbitrary funding and cutoff dates, bypassing routines, the assumption that States are similar, and a myriad of others.

In spite of the above, the Congress has displayed a commendable desire to be of assistance. In some instances care has been taken to enunciate the primary role of the State, particularly as it relates to the factor of control. Regrettably, Federal assistance has not been accompanied by a clear-cut overall policy statement. Instead, piecemeal programs have been rushed through Congress during periods

of real or imagined crisis. A dozen Federal cooks have attempted to prepare each fiscal meal and distribute emergency government largess through separate and unrelated agencies, rather than channeling these efforts through Washington's only logical agency, i.e., the U.S. Office of Education. This has resulted in the establishment of a smorgasbord or cafeteria-type aid program. Too many "blue plate specials" have been offered at a time when our States cry desperately for a full, well-balanced fiscal diet encompassing broad support programs, rather than limited or temporary categorical aid.

As you can see, NASSP supports the Administration's position on consolidation and general aid. Again, although an oversimplification, let me conclude by defining the roles as I see them and as I originally presented them in the *Congressional Record:*

### The State role

The *jurisdictional and leadership function* should remain with the State. Admittedly, State education departments have not been underwritten adequately with the result that they have not always been regarded as influential instruments in the shaping of educational policy. Today we appear to have turned the corner and a ground swell of support can be found in a majority of the States. The several departments are in a unique position to provide a type of educational leadership which, because of a variety of local conditions, schools and colleges cannot provide. The remote position of the Federal government should eliminate it, once and for all, from any jurisdictional considerations. Education is a State function and a State function it must remain.

### The local role

The *operational function* should be found on the local level. When breakthroughs have been made in establishing quality programs of education they have usually resulted from local initiative. A bureaucratic structure on the State and Federal levels customarily contributes to dead-center mediocrity. This does not mean that the State partner should not maintain minimum standards beneath which no community would be allowed to fall; or, should not exercise continuing leadership. The State cannot abdicate its responsibility for these any more than it can refuse to carry its share of the financial burden. Citizen involvement and grass roots support, however, must remain characteristics of local school districts. Operational responsibilities belong with the local partner.

### The Federal role

A *supporting function* should be assigned to the Federal partner, as the Federal government can and must increase its contributions to public education. With its broad tax base, it is in the most strategic position among the partners to highlight national needs and to eliminate local and State inequities. When world renowned bank robber Willie Sutton was asked by the prison psychiatrist why he robbed banks, he replied, "Because that's where the money is." By the same token, assistance for our schools and colleges must come from where the money is—at the Federal level. Unhampered by an overdependence on an obsolete property tax system, the Federal partner can raise monies in many ways and provide unlimited resources for the educational enterprise. There can be little question that our tax dollar "has gone to Washington," and it must be returned to support education. Note that I refer to the dollar as "ours"—not "theirs." In today's mounting confusion over fiscal affairs, some people refer to the Federal dollar as if it came from some far-distant and mysterious wonderland. Its source continues to be John Q. Taxpayer, and he has every right to expect that it can and will be used to support education.

A support function emphasis in no way suggests that leadership ingredients are not basic to the Federal partner, particularly USOE. As the Denver conference opened we learned with deepest regret that our distinguished U.S. Commissioner of Education is leaving his post. This represents a major blow to American education, one that we can ill afford in these critical days. We owe much to Ted Bell, but what we have paid him for his labors constitutes a national disgrace. He could not afford to remain in the post and

give his children a college education. Unless we insist on paying a decent wage in this office, his successor will be faced with the same dilemma. The salary and fringe benefits should be such as to attract the top professionals in every section of this Nation.

A related commentary, equally sad, deals with the lack of prestige accorded the position in governmental circles. The United States is the only major country in the world that does not accord Cabinet rank to its top educational leader. This is a source of continuing embarrassment not only internationally, but on the domestic scene as well. NASSP is vigorously supporting a bill before the Congress to raise education to Cabinet status. In the early days of this great Nation, Thomas Jefferson's voice was heard pleading for appropriate recognition for our schools and colleges. One cannot be sanguine about the delays in bringing this to fruition, but rather than commiserating on what has been, let us look to today and tomorrow. The Bicentennial Year is a time to move on this.

### *The association's role*

Of the governmental roles outlined above, a national association's function comes closest to that of the several States in the category of providing leadership. It has one distinct advantage, however, over the professional thrust of a single State or region, i.e., the spread of its clientele. NASSP's administrators are drawn from rural, suburban, and urban environments—from small, medium, and large institutions—from middle, junior, and senior high schools—from public, parochial, and private schools—from fiscally dependent to fully autonomous supporting agencies. Some have attractive salary schedules and fringe benefits while others are funded in a most meager fashion. Many have little or no tenure protection, others are more than adequately covered. Some are faced with daily crises involving student or faculty unrest, litigation, drug abuse, pitifully inadequate school buildings and equipment, vandalism, and every manner of harassment. Others are spared from these pressures and can find time to direct professional energies to the improvement of instruction.

### *Strength in diversity*

Access to every secondary school in the Nation is gained via an Open Sesame formula because the Association, in the singular sense, *is* the member. The introduction of defensible innovations, immediate response to crises, flexibility in funding needed studies without delay and free of hamstringing regulations, a united front in the correction of injustices, the raising of professional standards, an independent posture before the Congress, and many more—all represent action ingredients that allow for the handling of problems today, not tomorrow. In its very diversity the Association finds strength.

Finally, earlier reference was made to keeping our Washington colleagues responsive. With refreshing directness and without embarrassment NASSP can sound off in promoting good legislation and in opposing harmful legislative proposals. The only "ax to be ground" is one that is designed to protect 20 million American youth and guarantee a quality education for each of them. This requires adequate funding and among this year's efforts by this Association we were delighted that President Ford chose a NASSP platform to announce increases in the funding of elementary and secondary education.

In summary, although again an over-simplification, the partners are assigned jurisdictional, operational, fiscal, and leadership roles. It is important that each know and adhere to his assignment. Chaos and confusion can be the only result when this is not done. A case in point involves the story as told by a California college trustee of a cat who thought he was a dog.

"The cat had been imported as a kitten into a home where there were several large, gentle, live-and-let live canines. He slept with them, ate with them, played with them. Everything worked out fine. For a while. But then one morning the cat, out for a morning stroll in the neighborhood, made the mistake of trying to nuzzle up to a strange dog that was not large, gentle, or live-and-let-live. Suddenly, he learned that he was not a dog, after all. The result was one of the darndest, hissingest, snarlingest fights you'd ever want to see."

In the field of education, the moral is obvious—too many cats get the mistaken idea that they're dogs, and the canines get themselves confused with the felines. Undoubtedly there are some people on the Federal level who regard themselves as control agents, particularly when Federal audits are in progress. State, local, and association officials are not without their days of confusion. The partnership can only be effective if we understand each other, are willing to establish a system of mutual aid or sharing, and stay out of each other's territory. The empire builders have no place in education.

We do have very conspicuous places reserved for us. If we remain in these places and continue a spirit of sincere cooperation, quality programs of education are assured for the youth of this great Nation.■

III—Why secondary education?

# *Seven cardinal principles revisited*

By Nan Patton

In 1918 the Commission on Reorganization of Secondary Education produced "seven cardinal principles" of secondary education. In 1976, as a prologue to drafting a position statement setting forth the purposes of secondary education, Denver conference workshop participants agreed that secondary school programs should develop: (1) personal self-confidence (self-image); flexibility; ability to cope; (2) basic language and computation skills; human "survival" skills, including consumer skills, family and parenthood training, career exploration; skills to understand and to use political, economic and social systems; (3) civic education, including the concept of social cohesion; (4) moral development; (5) occupational competency; employability; and (6) aesthetic development; skills for lifelong learning and leisure time.

After 2 days of extensive discussion, workshop participants concluded that "the primary purpose of American secondary education is (or should be) to enable the individual to live, to function, and to participate advantageously to himself or herself and to the societies in which the individual will find himself or herself."

Obviously, this was only a beginning, the result of considerable compromise after lengthy and occasionally heated discussions about both lofty philosophies and lowly semantics.

The workshop began with an agreement to try to identify critical cultural issues that do and should affect education, and then to come up with practical solutions to those issues. The general discussion that followed covered the issues of individual freedom vs. authority, inclusiveness, exclusivity, educational consumerism (accountability), the role of the school compared to that of other social institutions, the role of American society in the global society, singularity of educational choice in America, the school as a force for social change, the rate of change, local vs. "state" control, the school as a political force in the broader society, the school as an

*Nan Patton coordinates public information for the Wyoming State Department of Education.*

## "How do you help a kid feel 10-feet tall?"

"island," and the effect of mass media on schooling.

Participants, recognizing that no group of 100 or so individuals of diverse backgrounds and beliefs could work together easily to resolve such issues, agreed to tackle the problem from both ends of the spectrum—to identify what might be the most comprehensive range of services provided by secondary education and what might be the irreducible acceptable minimum. Six subgroups then devoted the time remaining to the following topics:

- The democratic context of secondary education, that is, the claims of the State and community and the rights of the individual within the corporate community. Should the schools deal with government and our democratic society in terms of the historic background of philosophical ideals, or in terms of the realities of public policy? Although most participants agreed that both should be dealt with, there was a strong feeling that unless educators try to influence what *should be*, the schools will always be in a reactive position. There was general agreement that "secondary schools are going to have to see their purpose as dealing with how to help students become versatile, informed, participating, and effective citizens and individuals." There were also several comments about the importance of emphasizing the value of our pluralistic society.

- The social context of secondary education as it is affected by population density, the implications of an increase in world population, the pressures of factions and special interests groups, the similar or conflicting claims of different interest groups, and the social "glue" that holds a community together. One participant noted that many older people feel that schools should reflect the values of the community, that parents have the basic right to establish what their children should learn. *Do* parents still have the basic right to make this decision, and even if they do, *should* they? Does the family decide what a child learns and where, do the schools decide, does some other institution decide, or should it be a joint decision?

- The economic context of secondary education (maintaining economic growth, creating economic stability). It was generally agreed that young people must gain a better understanding of present economic conditions on the local as well as national and global levels, and that the schools must prepare students to cope with various economic alternatives in a continually changing world.

- The comprehensive possibilities of secondary education. Participants in this subgroup agreed that high school, if it is to be a comprehensive experience, must include the development of: competency in the academic areas of communication, computation and citizenship; survival skills, including consumer skills, first aid, family and parenthood, and career exploration; cultural awareness both as a consumer and producer; experience in community service; and lifetime, leisure-time learning skills. Schools should not depend on the four walls of the classroom but should act as a broker within the community to gain as many services as possible. Vocational-technical education as well as college preparatory academic education should be available throughout the high school program, and there should be variable entry and exit points throughout the student's secondary career.

- The basic minimum that secondary education must provide. After considerable discussion, this subgroup somewhat grudgingly agreed on two minimal purposes: the development of a command of the fundamental processes of language (reading, writing, verbal expression) at some unspecified level; and the encouragement of the development of moral decision-making skills, with caveats depending upon whether that is interpreted as indoctrination into a specific value system or the *fostering* of a process of moral analysis. Moral development, it was agreed, is taught by example and is a function of personal moral beliefs; but should the teaching of decision-making be based on a specific or nonspecific moral framework?

- The individual needs of students and the development of self-image. How do you help a kid feel "10-feet tall"? And what do schools do or not do to ensure that every student does develop a positive self-image? Discussions included how grading systems affect

## Secondary Education Purposes

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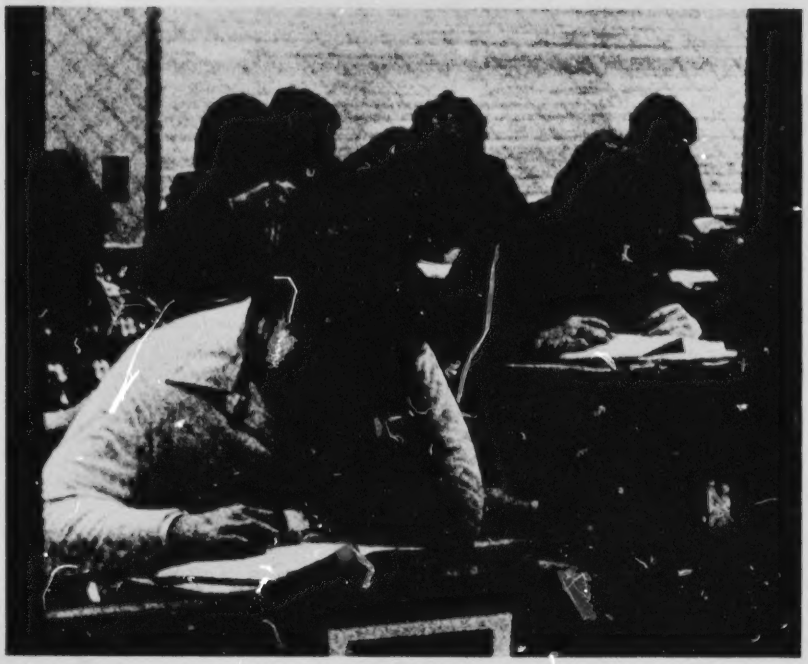
|---|---|
| Chairperson: | *Theodore R. Sizer, headmaster, Phillips Academy, Andover, Mass.* |
| Coordinators: | *Robert G. Schrader, superintendent of public instruction, State Department of Education, Cheyenne, Wyo.; Barbara Brandon, assistant to the regional commissioner, USOE regional office, New York City.* |
| Facilitator: | *Henry Miller, executive secretary, New Jersey Association of Secondary School Principals.* |
| Discussion Guide: | *Franklin D. Cordell, professor of education, University of Northern Colorado, Greeley.* |

self-worth (and how to overcome the negative aspects of gradings), improving the self-image of students who come into a school system already alienated, the importance of developing self-worth in faculty and administration, and the responsibilities of individual teachers compared with those of specialists in counseling and guidance. There was a consensus that secondary schools should have the greatest possible list of alternatives available to meet the needs of *all* children—to provide opportunities for development in those whose self-image is low and continuing growth for those who already have positive self-images.

### *Influence change*

Other ideas and suggestions that were included in both subgroup and large group sessions were: the importance of developing "flexibility" in students; a tolerance of ambiguity; and the ability to understand, cope with, and influence change. A number of participants stressed the rapid rate of change and the necessity to train students to deal with the future. Several voiced their conviction that the focus of education must be radically reformed to provide students with the broader, more general skills and knowledge they will need if society continues or accelerates the rate of change. Some participants expressed the feeling that it is critical to develop a process document that local districts can use to establish their own purposes, and everyone seemed to agree that the schools must teach young people to cope with both diversity and adversity.

Back in general session, there was discussion about whether "civic education" or "citizenship" was a better term, and whether it should or should not be grouped with moral development. No consensus emerged. Participants did agree that educators must develop in a student positive attitudes about responsibility to self, people in the community, and the broader, general society. Educators must recognize the difference between being limited to developing the individual's ability to "cope," and expanding that task to include the establishment of human interdependence for society to survive.



Although the 1918 cardinal principles and the workshop list of goals appear almost synonymous, the focus has changed from a highly authoritarian one geared to society's values to an emphasis on the individual needs of today's students and the importance of teaching them to develop their own values. The school must act as a model rather than a reactor—if educators do not establish the vital purposes of secondary education, outside forces will do it for them.

No conclusions were reached, but considerable time and effort were devoted to a number of questions that the participants felt were essential to the refinement of a purpose statement. These questions may be unanswerable on a national level. They include: Should the schools merely reflect society and react to social pressures, or should they serve as a change agent for society? Should there be a national level of skill competency, or do local communities establish their own acceptable levels? If schools are involved in the development of moral decisionmaking, should they teach a specific value system or merely a process of moral analysis? How do the schools relate and translate their purposes to the community and implement changes effectively to achieve those purposes? What is the school's responsibility in terms of moral development in a society where many children do not receive moral training from other institutions such as the home or the church?

Participants attempted to rank their goals, but ultimately agreed not to agree. Of necessity, the importance of any single goal must remain a responsibility at the local level and, in fact, may very well—and should—change from time to time.

It *was* agreed that the school, regardless of its purposes and goals, can't "do it all," that any effective means or agency should be used to help students develop basic skills. Schools must continue their search to find new or more effective ways to share the responsibilities of educating young people in an increasingly complex and often confusing society. ■

# Compulsory *education*, not compulsory *attendance*

By Doris Ross

A majority of the 70 educators who discussed compulsory education recommended age 16 as a somewhat flexible limit for compulsory school attendance. At the same time, they reaffirmed the responsibility of State and local educators to provide a variety of free and available education services culminating in a high school diploma.

Concern throughout the 2-day discussions centered on the fact that compulsory education laws are not being enforced adequately, that students unwilling or unable to adapt to standard academic sessions disrupt and inhibit schooling, and that improved parental and community involvement is badly needed.

### *Don't give up*

Most workshop participants were unwilling to abdicate their responsibility for students who leave school before graduation. The general feeling was that early-leavers could be retained until graduation if they were provided with appealing alternative programs that would realistically prepare them for entry into the community. Said one participant: ". . .every youngster should attain his potential development, including minimum skills, at whatever the cost. . .the principal has the responsibility for planning alternatives. . .involving teachers, students, parents, and community. . . the State has responsibility for encouraging alternatives and legitimizing them. . ."

Students who leave school early, it was agreed, are often misfits in the school system, but only a few may be accurately regarded as "beyond help" or in need of more specialized services than high schools should reasonably provide. Further, a number of participants felt that high schools should execute their responsibility to students, parents, and community by equipping in one way or another *all* youth for the pursuit of satisfactory and productive lives. If relevant alternative programs are not now being provided for potential dropouts, participants urged that they be developed promptly and provided with adequate funding for effective implementation.

Participants said that many early school leavers are: (1) lacking in basic reading, writing, and computation skills; (2) deficient in job skills; (3) indifferent to the community setting; and (4) too young and/or too immature to be self-sufficient. The current tight job market and restrictive labor laws, which inhibit and complicate community acceptance and absorption of the high school dropout, are factors that simply underscore the secondary school's responsibility to produce functioning adults.

### *A distinction*

A firm line was drawn between the definitions of compulsory *education* and compulsory *attendance*—the latter was regarded as an inschool time requirement only. But compulsory *education*, it was declared, could be accomplished both in traditional classes and in community-based education programs; it could be measured not by age level or by time spent in school, but by assessing minimum competencies in basic skills. The attainment of such competencies was identified as the least that should be required of the student who leaves school before graduation. The most that could be offered to the early school leaver, in the opinion of many participants, was an open option for free re-entry into the public education system, available at any time.

Two opposing minority positions emerged:

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*Doris Ross is a research associate with the Education Commission of the States in Denver.*

# "The school system is obligated to provide universal education for all youth. . ."

• Those favoring retention of the student until age 18 acknowledged that disciplinary and motivational problems do exist, but insisted that the school system is obligated to provide universal education for all youth and that it must progress toward fulfillment of this goal. The use of a full range of programs was advocated to keep the student in school, including academic classes, alternative programs or separate schools, community-based education experiences, and "hands-on" work-study (perhaps encouraged by providing cooperating community businesses with tax incentives for participation). Again, the sentiment that it is ill-advised to release poorly prepared youth into a society that is not prepared to receive them was cited. Child labor laws, for example, are a major barrier to out-of-school youth.

• There was some feeling that compulsory school laws should be abolished completely. As expressed by one workshop participant, ". . .it is not the prerogative of the State to legislate to any human being what he must or must not do, unless in some cases and at some times, it would be in the best interests of society." However, those leaning toward an earlier release age focused greater attention on 14 as the maximum age of compulsory attendance. Stress was laid again on the obligation of the secondary school to provide a wide range of optional programs as well as academic instruction so that all students would be encouraged to stay in school until graduation, or at least until the attainment of minimum competency skills. Re-entry options were emphasized. Originally, some group members took a harder position, stating that "students who do not wish to be in school, and who therefore are disruptive and unproductive, ought to be released so that those remaining can get on with the business of education in a better atmosphere."

### *Dissenting voice*

One of the strongest dissenters to this position was Anthony E. Terino of the New York State Department of Education. He said: "I strongly dissent and take strong issue with any statement that implies that children may be turned out of school at age 14. Age 14 is basically the eighth grade. Yes, there are people who are concerned over the attention of pupils in school who are not interested and who disrupt the learning of other pupils. This does not mean that compulsory education through 16 or 18 is wrong. It means that the schools have not yet readjusted or adapted their programs to meet the needs of these pupils. School-leaving at 14 means that some pupils will never enter high school and the high school will not be challenged to the extent that it should be challenged to improve and broaden its curriculum and to provide more flexible avenues for learning. . .public pressure groups would like nothing better than to cut educational costs and close their eyes to the problems of public educational commitment."

Certainly, there was interest in school funding. Those advocating alternative programs stressed that such programs were inadequate unless they were well-funded; and that, if alternative programs were mandated at the State level, such mandates should be accompanied by enough State funding to do the job. Said a participant, "Basic to any compulsory education, or school attendance, is the moral responsibility of society to provide finances for a suitable program for the child. If there is no suitable program, required attendance is unconscionable and cruel."

### *Top priority*

Most workshop participants felt that responsibility for the total education of youth, including the provision of workable and flexible mechanisms, was not being sufficiently shared and/or supported by local school boards, State education agencies, State boards, State legislatures, and the courts. It was stressed that local control of schools, along with local development and implementation of educational programs, should remain a top priority.

A minority suggestion that Federal school aid programs require a compulsory attendance age of 16 was emphatically rejected. ■

## Compulsory Education

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|---|---|
| Chairperson: | *Harold Blackburn, assistant regional commissioner, USOE regional office, Kansas City.* |
| Coordinators: | *McKinley Nash, principal, Bacon School, Evanston Township High School, Evanston, Ill,; Gerald O. Skaar, principal, Lincoln High School, Wisconsin Rapids, Wis.* |
| Facilitators: | *Eugene Werner, dean, School of Education, Kansas State Teachers College, Emporia, Kan.; Jack Krueger, dean, School of Education, University of Missouri, Kansas City.* |
| Discussion Guide: | *USOE regional office, Kansas City.* |

## IV - Those to be served

# *A culture of their own*

By Linda Gallehugh Irwin

Today's teenagers live in a subculture often isolated from and rejected by the adult world, workshop participants agreed. Although their cultural values and behavior patterns may be different from teenagers of previous generations, it was agreed that it is not unusual for an adolescent subculture to exist. Each generation of teens has, in fact, had its own subculture and even though the values of the subculture often conflict with established adult values, teen subcultures have never been detrimental to society as a whole.

Assisted by Frank Cordell, professor of education, and Linda Simons, consultant, both from the University of Northern Colorado, participants recalled their own needs and values as teenagers and decided that they were basically no different from those of teenagers today: They want to be accepted by peers, particularly those of the opposite sex; they want to be successful; they want security; and they want a positive self-image.

The difference for today's teenagers is that the family, the key institution for meeting these needs, is not meeting them for a growing proportion of teens. Schools are being asked to fill these needs in addition to fulfilling their traditional academic responsibilities.

The breakdown of the family unit presents another problem for today's teens—isolation from adults. Workshop participants agreed that in many ways schools are structured to keep teenagers and adults apart. Age grading separates them not only from adults, but also from other age groups. Age grading, coupled with compulsory attendance, seems to doom the adolescent to being socialized strictly by peer influence. The family unit seems to be the only institution left that continues to promote communication among age groups, and that institution is in trouble.

Participants agreed that the lack of a commonly accepted system of values also is a contributing factor in promoting a youth subculture. "We seem to have thrown the baby out with the bathwater when we abandoned such traditional values as the work ethic and respect for authority on which this country was founded," one participant lamented. "Now, even adults are having difficulty clarifying values. It's no wonder teenagers feel a need to have

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*Linda Gallehugh Irwin is an information and communications specialist with the North Carolina State Department of Public Instruction.*

"... provide opportunities for teenagers to come into contact with people of all ages."

standards uniquely their own when there is no agreement among adults."

Television has also had a profound influence on this generation, according to participants. It has bombarded today's teens with a variety of role models, many times conflicting in the values they portray. It has also created a passive reaction developed from many years of "watching the world go by" in the comfort of their own living rooms.

The size and complexity of today's society is another influence identified by the group. Teens live in an atmosphere in which they feel compelled to struggle for individuality. The rapid growth of technology makes it impossible to learn everything one needs to know for an entire lifetime—thus lifelong learning is a necessity.

With so many influences pulling at today's teens, what should secondary schools be teaching? And how can they effectively deal with teenage subculture?

To determine what secondary schools should be teaching, Cordell and Simons first asked participants to identify characteristics they atrributed to a "healthy, happy, educated, productive individual." Some of the necessary skills identified included ability to communicate and listen, ability to make decisions and negotiate, and ability to cope with stress. Participants felt that the "well-rounded" individual should be openminded, tolerant, loving, inquisitive, adaptive, flexible, aware of his or her own strengths and limitations, and accepting of others for what they are. Of course, everyone agreed, students also must know the basic skills of reading, writing, and computation.

A tall order for secondary schools to fill! But are schools really responsible for trying to meet all these needs?

Some participants said, "Yes," but the majority identified three major responsibilities of secondary schools. These are, they said, unique to schools. That is, they can be accomplished only within the school and by no other institution in society. They are: (1) delivery of facts in an organized, sequential manner; (2) care of the health, welfare, and safety of students on a day-to-day basis; and (3) development of critical, analytical, thought processes.

There was strong feeling in the group that the school is also responsible for providing students such experiences as feelings of success and acceptance, feelings of optimism, a sense of belonging, and, perhaps, a chance to develop all the characteristics identified as belonging to the "healthy, happy, educated, productive individual."

Whatever the school's responsibilities to today's students, the youth subculture must be dealt with, and dealt with in an effective manner if secondary schools are to be successful. The most important contribution teachers and administrators can make to teenagers today, according to participants, is to accept the existence of the adolescent subculture, to legitimize it, to promote it, and to work within it.

The subculture is perpetuated by isolation from and lack of meaningful communication with adults. Thus it is important for schools to provide opportunities for teenagers to come into contact with people of all ages. Since, however, the basic premise of the subculture is that anything not directly related to it is unacceptable, providing interage experiences is difficult. Some suggestions:

- Let students participate in adult-dominated education organizations such as school boards, parent advisory committees, PTA committees, etc.
- Provide more school/work experiences, i.e., supervised employment while attending school.
- Let teens work with young children in elementary grades, tutoring, supervising physical education periods, etc.
- Get students involved in community service projects sponsored by civic clubs, churches, and public agencies.
- Bring in people from the community to talk with students. For example, business and industry people can share career information; senior citizens can talk about lifelong learning.
- Let students present programs about schools to community organizations. This will open up communication between school and community as well

## The Youth Subculture

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|---|---|
| Chairperson: | *Kenneth H. Hansen, superintendent of public instruction, State Department of Education, Carson City, Nev.* |
| Coordinators: | *E. James Travis, assistant superintendent, Center School District, Kansas City, Mo.; Irwin E. Kirk, assistant to the regional commissioner, USOE regional office, Denver.* |
| Facilitators: | *Franklin D. Cordell, professor of education, and Linda J. Simons, consultant, University of Northern Colorado, Greeley.* |
| Discussion Guide: | *USOE regional office, Denver.* |

as help students.

- Provide supervised travel experiences in which students can get to know teachers and principals better as well as learn from the travel experience.

- Bring students, parents, and others together to explore problems, values, solutions in rap sessions. Schools should create communication vehicles between age groups.

- Provide some learning experiences in school that involve cross-age grouping.

- Provide meaningful involvement of students with teachers and administrators in governing the school. For example, students should have input in deciding school discipline issues.

- Share knowledge of special characteristics and needs of today's youth with community people. Ask help of community organizations in providing needed experiences for youth.

"It may well be the climate within which we teach that is most important in helping today's youth," said one participant. "No matter what we teach or what kind of cross-age experiences we provide, we must operate in an atmosphere of fundamental fairness and justice. We must involve students in meaningful self-government and always use due process in dealing with probblems."

None of these recommendations will work without the cooperation and involvement of parents, one principal emphasized. "It is essential that schools work with parents and listen to them in terms of what values and goals they have taught their children and what hopes they have for their child's future."

For the first time in history, schools are responsible for preparing students to live in an unknown future. Secondary schools will only be successful if they prepare students for lifelong learning, participants agreed. ■

# Student Reflections on high school

Youths today want to be taught about today's world—how to cope with responsibilities, jobs, peer pressures, cultural and ethnic prejudices, the home. . . the system in general.

That was the word from four college students who reflected on their high school experiences during two concurrent panel sessions at the Denver conference.

Their attitude was perhaps best summarized by Elissa Jacobs, a student at the University of Colorado, when she advised: ". . . help them live life today and not just for tomorrow."

She said young people should be coming out of high school "well-informed, able to think, express themselves, support their views, and having confidence in their ability to do so."

They are not, was the consensus of the four student panelists, and the fault was attributed to the secondary school system and teacher training institutions.

Reasons for the failure were approached differently by the students, depending on the strength of their family unit and its socio-economic-ethnic background and, to some extent, the "good teachers" encountered in secondary school.

### *Could not change*

Claude Boam, a student at the University of Wyoming, felt that his rebellion in grade school caused him subsequent problems in high school where his past record preceded him to the classroom.

Despite his desire to change, to rid himself of his "tough guy" image, many of the high school faculty—and students—would not let him change. He rebelled more—and "my parents and teachers rebelled right back."

Boam feels rebellion, within bounds of nonviolence and certain restraints, can be healthy, if parents and educators recognize and manipulate rebellious change into "good results."

"I am convinced," he said, "that, for anyone, the key to education is a strong interpersonal relationship between the teacher and the learner."

Susan Stophlet, a student at Colorado College, had a different high school experience, and "can't remember bad experiences." She didn't question the system as Boam had. She suspects that most teachers and administrators are like her, which she feels is unfortunate because they can't relate to problems that students such as Boam had during his high school days.

"Education in the secondary schools now is not meeting the needs of new generations in a technological age—not providing them with the skills they will need in the future," Stophlet said. Schools need to prepare students with the personal skills for occupations that the future will bring instead of preparing them for occupations that may not exist 20 to 30 years from now, she added.

She is amazed "how resistant secondary schools are to changing their approach" and how they are "segmenting" students as well as subject matter. Students, she said, look at education as academic subjects that have no bearing on life and added that second-

ary schools are operating under the misconception that information equals knowledge.

There is a "misuse of the incredible creative potential of the brain," she said.

When students question the relevancy of education, the educator's response is to take previously rejected information and represent it in another more appealing way instead of reexamining the information itself, Stophlet charged.

Jacobs said relevancy is a key issue "that must be considered when examing our educational system. If we want students to benefit and learn in schools, what they are taught must be relevant to their lives," she said. "Also, in examining academic requirements, we must not think only of what will help prepare them for the future, but also what will help them deal with life in the present, while they are in school. By regarding education only as preparation for their futures, we are further perpetuating the concept that where they are now as people is not really legitimate."

While she said some practices, such as smaller class size, working with the community, team teaching, relevant and practical curriculum, and student input would be helpful, they "are not solutions in themselves.

"The manner in which changes are implemented and the attitudes that accompany them are of paramount importance," she stressed.

Don Candelaria, another University of Wyoming student, presented the problems of the Mexican-American in a school system organized to deal primarily with an English-speaking, "white" culture.

Candelaria said that elementary school teachers gave him more confidence to achieve than secondary school teachers. It is important for educators to know where a child comes from—his home life, culture, and language, he said.

His home set a standard which he didn't think he could step "up and over," he said. However, several teachers "gave me the feeling I could do other than I thought I could."

**"What they are taught must be relevant to their lives."**

Roxee Joly, an assistant superintendent in New York City, reacted critically to what secondary schools are doing today: "We have a lack of understanding and sensitivity," she said. She was especially critical of the lack of guidance provided students and the "failure of teachers to pull students up, to take them to new levels of expectations. We should have provided more," she said, and added that educators should not down-play the role of blue collar workers in society.

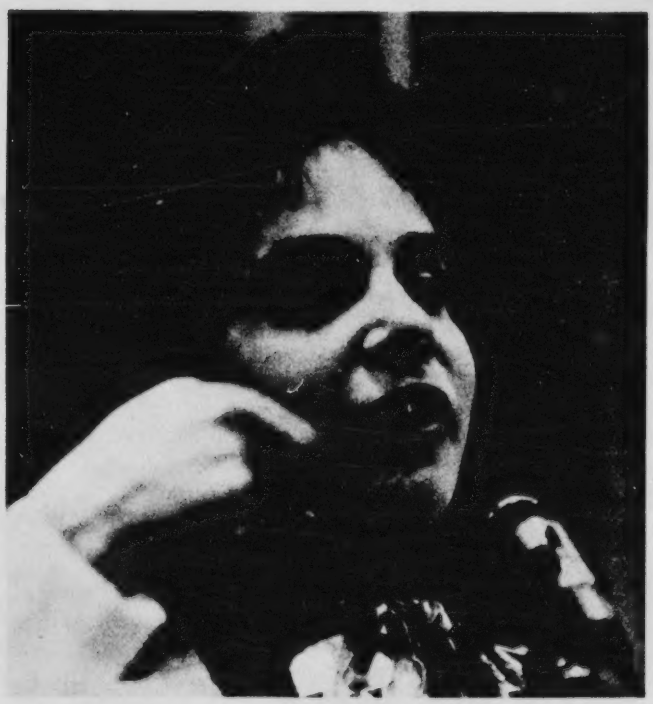
Regarding Spanish-speaking students, Joly believes that educators should make ethnic students proud of their language and heritage, and that teachers should be required to speak two langiages.

Lawrence Senesh, professor of economics at the University of Colorado, felt Jacobs and Candelaria had one theme: "Our schools do not prepare students for life."

The student comments could be summed up in five points, Senesh said: (1) many teachers don't help students recognize ideals; (2) learning experiences are not related to real life; (3) students don't have a model to look to in identifying problems and solutions; (4) many Mexican-Americans are leaving schools not speaking English; and (5) there is a misconception in the schools that students with language probblems are "dumb."

He said the problems lie in teacher training, and added that inservice programs should "take teachers to the cutting edge of knowledge. . .

"We have to teach students to



invent the future," Senesh said.

Education has removed some restraints and given students some decisionmaking power, but not decisionmaking skills or responsibility for the results of decisionmaking, said Gilbert Weldy, principal of Niles High School in Skokie, Ill.

He noted that schools are dealing with adolescents and a lot of them need guidance and help as they develop skills.

"Somewhere along the line, someone's done a good job," said Christine Webb, a high school principal from Columbia, S.C. She noted that the student panelists were *college* students despite the problems they felt they encountered in secondary school.

Webb suggested that educators should build on what they have done right.

While Boam emphasized the student as a person and individual, Stophlet spoke mainly about academics, Webb noted. "We must integrate the two—bring them together," she said.

The family influence was strong in both presentations, Webb noted. "This, to me, is one of the greatest concerns of the present education—how do we bring the home and school together?" ■

*—Kathleen Woodman and Nan Patton*

# Two R's for students: Rights *and* Responsibilities

By Shirley Boes Neill

Student demands for their rights in the 1960's have been met by court decisions defining and affirming their rights in the 1970's. And, although student voices are generally quieter now, school administrators attending the workshop on student rights and responsibilities did not admit to the same degree of calm as in days past. Their reactions ranged from objections that student rights are being ignored to concerns that students have too many rights and too few responsibilities.

Some administrators are confused as to what the U.S. Supreme Court decisions guarantee students. But, administrators say, there is even more confusion among students, parents, and the public at large. For example, one principal told of demands by parents for the expulsion of a student who took marijuana to an off-campus party attended by their children. "The parents did not believe that I could not kick the student out of school for that act," the principal said. Another administrator asserted that parents demand discipline in the classroom "until it is their child who is being disciplined. Then they defend the child's right to be in the classroom,

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*Shirley Boes Neill, former editor of* Education USA Special Reports, *is a freelance writer living in Sacramento, Calif.*

even if he is disturbing others."

While some administrators believe that only those rights that have been spelled out specifically by the courts need to be heeded, a few of their peers advise that administrative apathy must be replaced by administrative action: "What we don't do is where the courts come in."

A common complaint among workshop participants was that student responsibilities are not on a par with student rights. To meet this need, a background paper prepared for the use of conferees called for the development of "a curriculum that teaches students their moral rights and responsibilities all through school." In addition, one administrator told how student responsibility was approached in his school district as early as the first and second grade. He said classroom meetings were held specifically to encourage students to discuss such matters as "Why shouldn't Jimmy and Johnny or anyone else for that matter be allowed to fight on the playground?"

### *A model policy*

Some administrators at the session listed the essentials of what they considered to be a much needed "model policy on student rights and responsibilities." These included:

**Student Rights**

- All constitutional rights.
- The right to learn.
- The right to pursue an education without interference.
- The right to be respected and accepted as a human being.
- The right to be appropriately involved in their own education on an equal basis.

**Student Responsibilities**

- The responsibility to respect the constitutional rights of others.
- The responsibility to learn.
- The responsibility to be involved in setting up and observing the necessary constraints to freedom.
- The responsibility to participate in their own governance.

*"Thank you for coming. The talks were forthright and useful, and provided an excellent climate in which to resolve our remaining differences."*

Drawing by B. Tobey; © 1976 *The New Yorker Magazine, Inc.*

Several other issues raised by participants were unresolved at the end of the workshop. One principal, for example, asked, "What are the rights of administrators, board members, and teachers in running the school?" A second principal sought, but did not get, guidance on how to deal with the "inhouse problem of students who expressed a right to be absent from a class at their own prerogative."

Several administrators pleaded for clear, "non-editoralized" interpretations of student rights as defined by law. "Too many people, particularly parents and students, have been misled regarding what the courts have said," remarked one principal.

### *Gain understanding*

Common sense advice was offered by several participants. One said that educators must pay attention to where students learn their rights and responsibilities. Another suggested that efforts be made to gain a clear understanding among students on such basic questions as:

—Why are rights granted in the

## "School board members should become more involved in matters relating to students."

first place?

—What responsibilities are concurrent with rights?

—Why should one go to school?

Better communications holds the key to the resolution of many student-related problems, participants agreed. One group, under the leadership of Gary D. Goff, principal of Brea Olinda High School in Brea, Calif., suggested a variety of techniques for communicating information and procedures on student rights and responsibilities, including:

- Trained teachers should teach students in small groups about student rights and responsibilities, making such instruction a regular part of the curriculum.
- A regular inservice program on student rights and responsibilities should be held for all community leaders.
- A peer counseling group should be formed in each school with student leaders and other students.
- Easy-to-read and clearly written materials on student rights and responsibilities, including pictorial instruction, should be available for use.
- Responsibilities should be delineated and shown as "spin-offs" of student rights.
- In an effective program of rights and responsibilities, school administrators must be visible on the campus and have personal contact with students.
- School board members should become more involved in matters relating to students. "Too often they sit back and leave all to the administrators."
- The National Association of Secondary School Principals should hold more regional workshops on the subject to keep their members operating from a common base.

Principal Robert J. Gaucher of the Ledyard, Conn., High School, told a subgroup of his peers that statements outlining student rights and responsibilities should be neither ill-considered nor simplistic. He held that students should not have binding authority in establishing or administering statements of rights and responsibilities. He said:

"Hyprocrisy is the most serious vice of adults in the perspective of young people. To equate student rights with participatory governance of schools may well lead to a solidification of this belief in our young. Models which call for the full participation of students in the establishment and administration of policy and regulations could lead to untenuous positions. Parents, and the public at large, legally control public education."

Gaucher said he believed ways should be devised to solicit student input in developing student behavior rules and regulations. He suggested a "public hearings" format similar to those used by legislative bodies when they are considering new legislation.

"The input of students should seriously be considered by school administrators as they recommend policy or establish regulations," Gaucher said. "They can not, however, delegate to their students the authority and responsibility which is legally theirs."

### *Not the same*

He took strong issue with those who advocated that schools operate as "mini" or "micro" democracies. "The fallacy of such models is that it is simply impossible to operate schools in the same manner that the larger society functions," Gaucher said.

He urged that young citizens be prepared for their eventual participation in our representative democracy through a variety of learning experiences that "do not conflict with the legally established responsibilities of others." He suggested establishing student governments that are given specific and meaningful responsibilities; establishing vehicles by which all students have an opportunity to voice their opinions about matters that directly affect their lives as students; supplementing cognitive aspects of training about the American form of representative democracy with individual and group observations of government in action; enlisting community leaders who could encourage students to work actively on behalf of local causes that have a political base, but are nonschool related; and training teachers to encourage student input into individual class structure.

As a final note, Gaucher advised that documents on student rights and responsibilities be assessed continually for accuracy and effectiveness. ■

## Student Rights & Responsibilities

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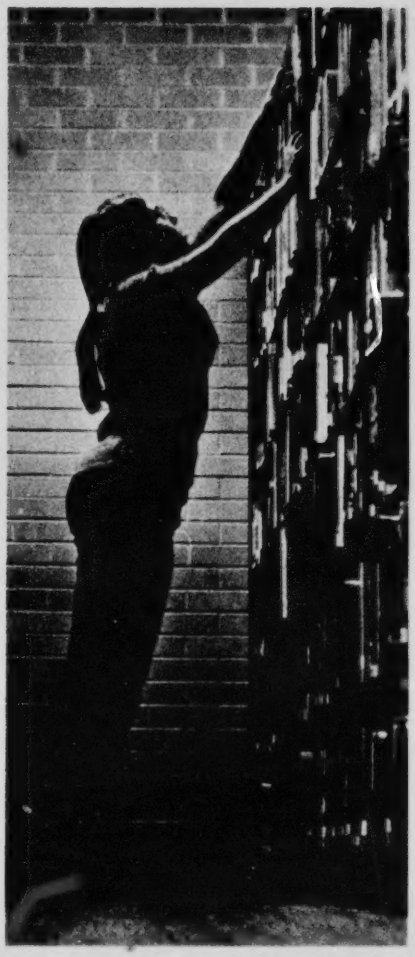
|---|---|
| Chairperson: | *Samuel B. Kermoian, assistant regional commissioner, USOE regional office, San Francisco.* |
| Coordinators: | *Sam DuBow, principal, Sault Sainte Marie High School, Sault Sainte Marie, Mich.; Robert J. Gaucher, prinicpal, Ledyard High School, Ledyard, Conn.* |
| Facilitator: | *Patricia Heffernan-Cabrera, dean, East Los Angeles College, Los Angeles.* |
| Discussion Guide: | *USOE regional office, San Francisco.* |

## V—The secondary school setting

# *Relating size to function*

By Thomas F. Koerner



What size should a secondary school be?

In addressing this question, participants in the workshop on secondary school size and organization soon realized that there is no single answer, that the size of a school cannot be discussed separately from such factors as curriculum and community finances.

Hoping to focus more directly on the topic, participants broke into four subgroups: urban areas having many secondary schools; urban-suburban areas with two to four secondary schools; school districts having one secondary school; and a miscellaneous group to serve the interests not represented by the others.

Each subgroup's objective was to review for possible consensus the 10 recommendations made by participants at an earlier regional conference in Seattle.

Rejecting the recommendation of the regional conference that optimum enrollment for secondary schools should be between 800 and 1,200 students, Denver participants agreed to the following statement:

"A range of 1,500 to 2,100 students is the best size for urban senior high schools, while 600 to 1,000 students is optimum size for urban junior high or middle schools. Communities with two to four high schools should maintain a size of 1,200 to 1,800 students each and a junior high school size of 800 to 1,200 students each. Schools having 800 to 1,200 students or more should consider adopting the school-within-a-school concept with about 150 students in each subgroup."

### *Subgrouping urged*

Other recommendations of the Seattle conference that were adopted with minor revisions in phrasing and word choices included:

- Regardless of school size, adequate coordinating staff and personnel must be made available to provide alternative forms of subgrouping, unit-organizing, or "house" arranging. This will facilitate and promote individualization, build personal identity,

*Thomas F. Koerner is director of publications and editorial services for the National Association of Secondary School Principals.*

## Principals must be vested with autonomy and authority.

and provide better student personnel services. The size and materials of such subgroups should be related to the total program structure and objectives.

- No matter what the enrollment, overcrowding of facilities must be avoided. Often it is better to use temporary portable facilities, decentralized locations, or extended school days than to attempt to cope with the negative effects of overcrowding. Several panel members felt that students should be free to leave school when they attain the proper number of credits for graduation.
- Secondary school organization and programs that are responsive to student needs, abilities, and interests, and that enjoy significant community support are most often those coordinated by principals vested with the highest practical degree of autonomy and authority in the establishment and operation of the school program. Such investiture of autonomy and authority in the principal recognizes the closeness and sensitivity of this position to the students, community, and faculty.
- Secondary school organizational plans that result in high student interest, attendance, and achievement have clear, though varied, structures well understood by student, faculty, and parents.
- Secondary school organizational plans endorsed and supported by students, faculty, parents, and other school patrons are those that have evolved from a high degree of their participation in the development of such plans and in the decisionmaking process involved in the operation and modification of those plans.
- The development of secondary school organizational plans that promote flexibility of entering and leaving to take advantage of community learning opportunities should be encouraged.

Eliminated from the Denver participants' recommendations were statements developed in Seattle regarding accountability and achievement standards. New statements added were:

- Regardless of size, every school should provide an instructional program that meets the needs of the community's youngsters, including courses in the basic skills, a range of elective courses, a program in student activities, and other student services.
- The National Association of Secondary School Principals, after careful study and review, should recommend what it feels to be adequate staffing and proper organization relative to school size.

In concluding their discussion on school size and organization, Denver conference participants emphasized that the size of a school should always be examined in relation to its purposes. ■

## School Size & Organization

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|---|---|
| Chairperson: | *Warren M. McGregor, principal, Manhasset Junior-Senior High School, Manhasset, N.Y.* |
| Coordinators: | *Allen T. Apodaca, assistant regional commissioner, USOE regional office, Seattle; Sister Rosemary Hocevar, principal, Villa Angela Academy, Cleveland, Ohio.* |
| Facilitator: | *Robert Gary, principal, South Shore Middle School, Seattle School District, Seattle, Wash.* |
| Discussion Guide: | *USOE regional office, Seattle.* |

# Urban schools reflect society

Eight paramount urban education issues were discussed in an educator-oriented workshop that was designed to produce realistic recommendations for solutions. As developed in a regional workshop in Boston some months earlier, the major issues were identified as: (1) class tensions; (2) the role of the principal; (3) school discipline; (4) political pressures; (5) curriculum and student performance; (6) staffing; (7) parental and community roles; and (8) violence, vandalism, and drugs.

Participants prefaced their recommendations by noting that urban school problems, including those implicit in desegregation, are directly related to the condition of society. They further said that unless addressed promptly and forcefully, these problems will only continue to grow.

Said one participant, "Since urban problems are or will be permeating all of American society, it is incumbent upon all segments of the urban community, with their multiple resources, to work with the secondary school as an institution to foster the development of a greater society." Another participant pointed out that, "While busing is accomplishing school *desegregation,* the process of *integration* has yet to begin, and it should be the role of the secondary school to foster intergroup com-

## "If the community won't come to the school, the school should go to the community."

munication among students as well as throughout the community."

The desirability of "day-to-day community involvement in establishing educational goals and objectives at the building level" was affirmed. Some discussion focused on the fact that, when parents and other community persons who are invited to participate in secondary school activities fail to respond, the attempt at communication often is not actively pursued by school personnel. It was suggested that "if the community won't come to the school, the school should go to the community." That is, teachers and principals should go outside the school, to homes, churches, and community social affairs, to make contacts and establish communication.

The selection and retention of competent staff with specialized urban education skills surfaced as a major concern. Recommendations included the modification of State certification and tenure laws to allow school district to select and retain teachers and administrators with demonstrated skills and training in urban education. Conversely, State laws should allow urban districts to remove incompetent and ineffective personnel.

Also, the provision, in teacher training institutions, of special courses in urban education, preservice internships in urban settings, and continuing inservice training were seen as vital to the successful maintenance of urban education systems. Further, it was suggested that the selection process for school personnel should be free from political pressures, and that one way to skirt such pressures would be to follow selection procedures that have been developed through negotiated teacher and administrator organization agreements that have been endorsed by the local school board.

### *Role of principal*

The secondary school principal was identified as a primary education leader who must be able to maintain a climate for learning in urban schools, and who has a major responsibility for the development and promotion of understanding among students, staff, and the community. This is often difficult, said those discussing the role of the principal, because the principal has diverse and complex responsibilities, and is beset by inordinate "crisis" demands on his or her time. The position frequently demands a disproportionate emphasis on preventing incidents rather than concentrating on positive activites and the instructional program. As an education manager, the principal should be an effective change agent and articulate communicator, participants said, and the selection process should be based at least in part on the presence of these qualities in candidates.

### *Adequate staffing*

Further, principals should be provided with enough administrative staff, with specifically designated responsibilities, to free them to work more directly with teachers and to provide better supervisory leadership for the school. Since the role of the principal is constantly changing, it was felt that continuing inservice training would help these administrators in the development of appropriate responses to new situations.

Basic skills, coordinated specialized programs, and flexible curriculum offerings that seek to improve the self-image of students were suggested as important instructional areas, but participants emphasized that increasing attention must be paid to interdisciplinary approaches, the value of ideas, the application of what is learned, and the relationship of

# Urban Education & Youth

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|---|---|
| Chairperson: | *Earl Beeks, principal, University City High School, University City, Mo.* |
| Coordinators: | *William McLaughlin, special assistant to the commissioner, USOE, Washington, D.C.; Santee C. Ruffin, Jr., director of urban services, NASSP.* |
| Facilitator: | *Fred J. Wilkinson, assistant regional commissioner, USOE regional office, Boston.* |
| Discussion Guide: | *USOE regional office, Boston.* |

skill development to the "real world." "Decisionmaking and problem solving should be a focus for all urban curriculum development," they said. Further, it was agreed that high school students should be required to assume more responsibility for their own learning, and that curriculum offerings should enhance this possibility.

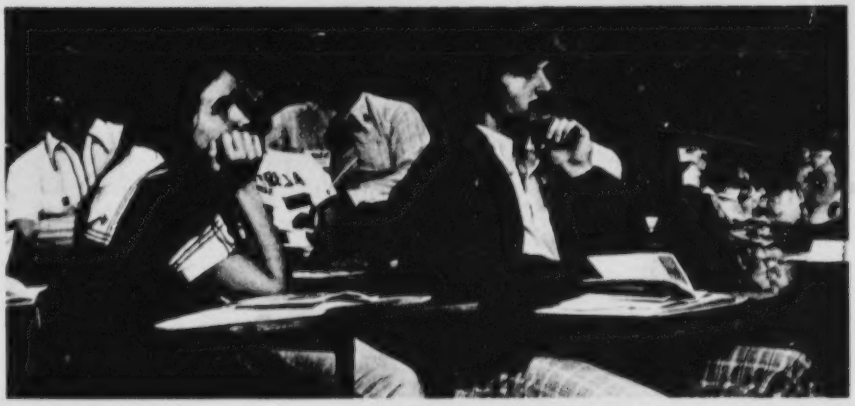
*Need for order*

While the issues of school discipline, violence, vandalism, and drugs were addressed, and it was agreed that "an environment for learning can only be maintained where order prevails," recommended approaches hinged on (1) community influences and (2) implementation of many of the earlier recommendations. For example, participants noted that teachers need inservice training in disciplinary techniques; that the community needs to be involved in the disciplinary process; that interpersonal relationships among principals, teachers, students, and parents need improvement; that student government should be made more meaningful; and that social agencies should work more closely with the schools.

The problem of funding urban schools was woven throughout all of the 2-day discussions. However, adequate financing was regarded not as a "cure-all" but as a necessary adjunct to the successful implementation of urban programs—particularly programs that are required by law or regulation. Some participants felt that mandated programs should "be fully funded by the governmental agency requiring them. . .and in terms of the ongoing program to be required, rather than the present method of partial funding, first-year funding only, etc."

Urban education programs, said participants, must be "characterized by the pursuit of intellectual excellence, positive personal strength, and the enhancement of a sense of human potential." ■

*—Doris Ross*



# Dealing with vandalism

By Kathleen Woodman

Student absenteeism, declining achievement, discipline, and dissatisfaction were cited as key factors in mounting problems of violence and vandalism in high schools today.

Workshop facilitator William Maynard, principal of Cleveland High School in Seattle, said that many, if not most, causes of violence and vandalism are internal and that schools must change to correct the problem.

It became apparent during the earlier portion of the workshop that administrators are using two basic, but diametrically opposite approaches as models in dealing with violence and vandalism: (1) the "force" model; and (2) the "school climate" model.

Proponents of the "force" model believe that a highly structured school with strict enforcement of rules is the way to deal with the problem.

According to Maynard, such schools have strictly enforced dress codes, attendance, and behavior policies. Suspension is the primary punishment for misconduct or nonconformity.

He also noted that through personally conducted studies and personal experience, he has found that such schools often have considerable racial tension and racial stereotyping by both staff and students, high suspension and dropout rates, low student morale, and a "feeling of student dissatisfaction" with the school. Administrators and staff are generally highly resistant to change, he added.

Maynard proposed that more schools solve the problems of violence and vandalism by improving the "school climate."

Several elements characterize this approach he said: sound staff philosophy, development of trust, open and honest communications, shared leadership, high involvement, and the acquisition of skills to carry out these components of a

*Kathleen Woodman is director of school-community relations for School District U46, Elgin, Ill.*

## The use of force "causes an equal but opposing force from students not to change."

positive school climate.

Maynard believes that inclusion of these elements in the school program—along with a few basic but clearly defined rules that are reasonable, fair, and consistent—will bring about feelings of ownership and pride that help eliminate violence and vandalism.

He said force should be used only as a short range goal but may be necessary "to get a school under control."

Maynard asserted that the school climate model appears to be more successful in the long run, and added, "The knowledge and skills are available for principals who are willing to try."

He said that force, which produces a high degree of "threat," causes an equal but opposing force from students not to change. They feel threatened, he said.

"Instead of applying force for change," Maynard said, "we have to look at the resisting force—the constraint—and then make changes."

Some of the constraints that could impede change were identified by workshop participants. These include staff attitudes, outside disruptive behavior, district policies, union agreements, too many rules and regulations, unfair rules, location of building, misunderstanding of student rights and responsibilities, news media, national mood, student attitudes.

Also: communications, community attitudes, apathy, irrelevant curriculum, interpersonal relations, school size and administrator skills, peer pressures, and the courts.

Participants developed a verbal picture of what they considered a school with a healthy environment.

This picture included student involvement, high trust levels, fair and just dealings, high regard for personal property, absence of intimidation, feelings of security, close working relationships with community, climate of mutual respect and understanding, clearly understood rules, and school pride.

Participants then developed a list of "what works"--the elements and activities that will bring about an improved school climate.

This list included smaller enrollments, treatment of students as individuals with unique problems and concerns, due process, reward systems, inschool suspensions, parent supervision, alarm systems, affective and cognitive emphasis, positive human relations, respectful treatment, pride campaigns, rap sessions, student advisory groups, good security system, student identification cards, teacher inservice training.

### *Six issues*

As a final exercise participants divided into small groups, each taking at least one controllable constraint in a school setting and listing courses of action that will bring about positive change and thus reduce or eliminate violence and vandalism.

On rules, participants felt that these actions should be taken: eliminate unncessary rules and enforce the remainder; involve students in rulemaking and enforcement along with faculty and parents; clearly interpret and communicate necessary rules through such means as a student handbook; encourage students to know their responsibilities as well as their rights; clarify who is responsible for enforcement; apply regulations equally.

On staff attitudes, participants said: improve staff selection, training, accountability, communications, staff assignments; promote staff participation in program development with the principal providing leadership.

On communications: encourage openness and interaction between and among all publics in the school and community; use such methods as inschool involvement, news media, bulletin boards, student councils, homerooms, assemblies, and rap sessions to improve communications.

On interpersonal relations: encourage adult models, use crisis intervention; improve staff selection; create teacher advisor roles; provide inservice education.

On student attitudes; involve parents and students in programs; provide reasonable rules and regulations; good communications; relevant curriculum.

On administrative skills, participants said the local district leadership should improve personnel selection and provide administrators with inservice activities leading to goal setting. ■

## Violence & Vandalism

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|---|---|
| Chairperson: | *W. Phillips Rockefeller, regional commissioner, USOE regional office, Seattle.* |
| Coordinators: | *Charles M. Fallstrom, president, NASSP, and principal, Issaquah High School, Issaquah, Wash.; Leodies U. Arburtha, assistant principal, Chicago Vocational High School, Chicago.* |
| Facilitator: | *William Maynard, principal, Cleveland High school, Seattle, Wash.* |
| Discussion Guide: | *USOE regional office, Seattle.* |

# A teacher education consortium

By Carol Andersen

The theme that emerged from the teacher education workshop was the need for a broad, interacting base in each State to assume responsibility for critical decisions related to teacher education. Participants strongly agreed that the recruitment, preparation, certification, and later professional development of teachers should be the responsibility of a consortium. Such a consortium would include in its membership representatives of postsecondary institutions, the public schools, teacher organizations and, in an advisory capacity, representatives of school boards, State licensing agencies, the legislature, business and industry, and the general public.

A second major concern of workshop participants was the artificial distinction between preservice and inservice training. The consortium approach, it was agreed, would help to maintain needed continuity between the recruitment and preparation of teachers, their professional certification, and their later growth and development as classroom teachers.

Developing criteria for the selection of teacher candidates was viewed as a matter of concern by most participants who felt that efforts should be made to cut back the number of teachers being trained in relation to the present depressed job market. While some participants agreed that an effort should be made (by teacher organizations, the schools, and teacher preparation institutions) to define the personal and professional qualifications of a "good" teacher, no formal selection process should be developed to eliminate prospective teachers.

Instead, a method of continuous self-evaluation was preferred for teachers and teacher trainees, with intensive counseling provided the latter. Classroom experience early in the teacher preparation program was also viewed as essential in helping teacher trainees evaluate their own performance and potential. For the classroom teacher, participants recommended the use of

*Carol Andersen is a research associate with the Education Commission of the States in Denver.*

## Faculty members lecture about innovative teaching methods, but do not use them.

individual professional development plans, to be prepared and continuously evaluated by the teacher and a committee including other classroom teachers.

### *Aid future teachers*

In terms of teacher preparation, participants recommended that successful classroom teachers should participate in the training of future teachers. While it was generally admitted that no one had arrived at a satisfactory definition of "successful teaching," and that an effort should be made to do so, it was agreed that teachers who had demonstrated competence in their profession could and should contribute to the preparation of future teachers.

The tendency of university faculty members to lecture about innovative and successful teaching methods, but not to use them themselves, was noted frequently. Beginning teachers are left with the dilemma of applying methods in the classroom that they have only heard about rather than seen in practice. Most participants felt that the involvement of competent classroom teachers in teacher preparation programs was at least a partial solution to the problem.

Certification and inservice training took up a large portion of time on both days of the workshop. The central concern, with respect to certification, was that, for many teachers, it represents the end of the learning process. In a changing world, the continued growth and development of individual teachers was viewed as essential if schools are to meet the demands placed on them. A second concern was the lack of correlation between teacher certification and teaching ability—a certified teacher is not, according to workshop participants, always a good teacher.

### *Delay certification*

Among the recommendations offered, the most frequently noted was that certification should be delayed until the individual had demonstrated competence in the classroom setting. It was also suggested that certification should not be granted for the professional lifetime of a teacher but be subject to renewal based on the continued professional growth of the teacher.

At the same time, participants stressed that professional growth can not be measured in terms of credit hours and advanced degrees. Inservice training programs must be related to the changing needs of individual classroom teachers; they must also represent a response to the needs and aspirations of communities.

There was a widespread recognition that postsecondary institutions can and should provide responsive and flexible inservice programs for the classroom teacher. It was also felt, however, that university credit should be given for training programs of different kinds that resulted in improved competency in the teaching profession. Because funding for inservice training is limited, participants felt that community resources should be used for inservice training and that appropriate recognition should be given to teachers involved in nonuniversity inservice training programs.

Inservice training, said many participants, too often concentrates on cook book methods of teaching. "Instead of creating more professional teachers," said one participant, "we often create educational quacks." Inservice training, it was asserted, must include training in the establishment of meaningful human relationships and interpersonal skills—and in the development of problem solving capacity—if it is to contribute successfully to the development of the classroom teacher.

### *Inservice funding*

The lack of funding for inservice training programs, on the part of State governments and local school districts, was viewed with dismay. More than any other issue discussed, inservice training for teachers and administrators was seen as critical to the change process and to the capacity of schools to educate the students entrusted to them. An increase of one percent in funding at the school district level was recommended; so was an increase in State funding.

Finally, workshop participants called upon teacher organizations to assist in the development of

## Teacher Education

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|---|---|
| Chairperson: | *William H. Johnson, dean, College of Professional Studies, Colorado State University, Fort Collins.* |
| Coordinators: | *Rev. Joseph W. Umphries, principal, Bishop Byrne High School, Memphis, Tenn.; Frank Haack, principal, Barr Junior High school, Grand Island, Neb.* |
| Facilitator: | *Bruce Broderius, dean, College of Education, University of Northern Colorado, Greeley.* |
| Discussion Guide: | *USOE regional office, Denver.* |

Washington Star Syndicate, Inc.

inservice training programs and to encourage individual growth and development within the profession. Although the consortium idea prevailed as the most desireable means of dealing with the wide range of issues surrounding teacher education, in the inservice training domain, teacher organizations were seen as the proper vehicle for providing needed encouragement and guidance.

### *Communication*

In summary, the central theme of the workshop was communication—not an empty dialogue caused by formal relationships imposed on the major actors (schools, teacher organizations, and teacher preparation institutions), but meaningful communication stimulated by purposeful interaction. Communication between the schools and postsecondary institutions, between experienced teachers and future teachers, and between schools and communities—focusing on the renewal and continuing growth and development of the teaching profession—were the concerns identified and dealt with by workshop participants. In doing so, they recommend the creation in each State of a closed, self-corrective system—a consortium—to deal with various teacher education concerns in a sustained, responsive, and purposeful manner. ■

# Community resources for *all* students

Community resources must be used much more extensively by the Nation's secondary schools if youngsters are to be educated realistically for today's complex world.

That's the direction participants in the workshop on community resources proposed to educators who are seeking effective ways to make the programs of their schools more meaningful to students.

Widespread implementation of the concept, participants conceded, will not be achieved easily. A great many obstacles stand in the way, they pointed out, including the reluctance of some educators as well as school board members and local union officials to change.

The concept must be adopted *wholly* by a school if a community resources program is to succeed, panel members warned. A program that makes more use of community resources cannot be considered just another alternative available only to a specific group of youngsters—those who fail in other programs, for example.

The first step to making a community resources program an integral part of a school is to establish a community advisory council, workshop participants agreed.

Such a council should include recognized community leaders. It is essential that the council consist of persons who are re-

## Educators must be the prime movers of community-based learning programs.

spected throughout the entire community; their membership will give prestige to the council, helping the rest of the community to accept a concept designed to end the isolation of the classroom, a concept that will foster learning wherever it can be found.

### *Guess who?*

The prime movers of efforts to involve local leaders and to enlist the support of business, labor, and civic organizations, workshop participants agreed, would have to come from educators, especially school administrators.

To do a proper job of eliciting such support, administrators should prepare themselves thoroughly. They should (1) study the economic and social trends of the community; (2) know the human and physical resources within the community; (3) determine the needs of the community; (4) prepare to cite the advantages and to recognize potential problems; and (5) know the issues that critics will raise.

If community-based learning is to succeed, however, the implementation effort has to be widespread. Recognizing this, workshop participants made several recommendations that they felt would give the concept greater visibility and would encourage school leaders to adopt it. They urged that:

- Legislators at local, State, and national levels recognize the need for community and empirical education and then legislate appropriate measures to make it possible.
- Teacher training institutions develop and implement programs that stress techniques for using community resources.
- Local and State education agencies encourage and actively support such programs.
- Government regulatory agencies, including the U. S. Department of Labor, take an active and positive part in the preparation of regulations and guidelines that provide for the use of community resources.

If these kinds of things would happen outside the school, it would be easier for local school boards to adopt policies recognizing the need for community resources in the total learning process. Local school administrators would then be able to develop curriculum guidelines for community-based programs.

Although workshop participants recognized difficulties some schools might encounter, they felt that the benefits of community-based learning far exceeded them.

### *Seven benefits*

Among the benefits discussed were: (1) enables faculty, administration, and students to apply academic abilities more fully; (2) promotes greater personal responsibility for the student; (3) provides greater opportunities for student growth and maturity; (4) allows students a greater role in deciding their own education; (5) puts education and learning in a more realistic setting; (6) integrates several different disciplines for the learner; and (7) improves communications and interpersonal relationships among students, parents, educators, and the community.

In stressing that community-based learning not be treated as an alternative, participants emphasized that *all* secondary school students must be actively engaged in community experiences. Examples cited included: volunteer work or services, special projects such as a political campaign or building a log cabin, and exploration of career fields. Other curriculums, they said, could be geared to problems of everyday living such as filing tax forms, applying for jobs, family counseling, choosing an apartment, etc.

Community resources for learning, they concluded, is one answer to making secondary schools more effective in creating, facilitating, and coordinating educational experiences and resources to provide optimum learning. It may not be the only one, but it certainly is one that brings the Nation's youngsters closer to the world they live in, one that will help them adjust and cope with their environment.

In searching for ways to make the concept more readily available to all educators, workshop participants urged that NASSP, perhaps through a committee or task force, review and evaluate community-based learning and disseminate information to all interested persons. ■

*—Thomas F. Koerner*

## Community Resources

| | |
|---|---|
| Chairperson: | *Albert Crambert, assistant regional commissioner, USOE regional office, Philadelphia.* |
| Coordinator: | *Sister Patricia Guthrie, principal, Lansing Catholic Central High School, Lansing, Mich.* |
| Facilitator: | *Leonard B. Finkelstein, superintendent, District No. 6, School District of Philadelphia.* |
| Discussion Guide: | *USOE regional office, Philadelphia.* |

# VI—The secondary school program

## *Expanding the student role*

Local school districts must assume responsibility for developing new high school curriculum goals and priorities.

Although advice and assistance can and should be sought from parents, students, special interest groups, and government agencies, the major responsibility rests with the local district, workshop participants agreed.

Research, funding, and materials should be sought from State and Federal organizations and government agencies, but final decisions must be made by local officials—school board members, administrators, and teachers.

The theme of the workshop, which attracted 90 conferees, was: How can high schools respond to an era of social, economic, technological, and industrial change?

The simple, agrarian, and relatively stable society of yesterday is gone, participants noted, leaving today's youth to cope with a society that is in the throes of almost incessant change.

Facilitator Brandon Sparkman, assistant superintendent of the Hartselle, Ala., schools, said that almost daily the American people and their schools are faced with new conditions that call for new solutions.

He cited an American College Testing Service survey which found that 71 percent of today's college and university students did not know where to go or how to get help in solving the problem of what they wanted to do.

Schools, said Sparkman, need to expand the student role of young people, to fill the vacuum that changes in the family and workplace have created.

Quoting James Coleman, Sparkman said: " 'Learning takes place not through experience as a responsible action, but through being taught as a student.

" 'There are some exceptions, but the general pattern followed is that of the classical school, in which a teacher is the medium

## "Schools have an obligation. . . to limit their responsibilities."

through which learning is expected to take place. This replaces action as the medium through which learning had taken place in the family or the workplace.' "

Unfortunately, Sparkman said, schools are not complete environments that can provide students with all the opportunities necessary for them to become adults.

### *Less need*

"Society has less need for young people than ever before," Sparkman said, "and the lack of a productive, useful role for youth in society diminishes the chance to learn by other than traditional schooling. Society has, in effect, used the schools to cover up its lack of concern for solving the serious problems of growing up and 'learning' in a changed technological society. I do not suggest that the school should replace the home but rather that adjustments should be made in the school curriculum to overcome weaknesses created by a changed home and work environment."

Because the United States cannot be isolated—in the wake of today's international events—from the remainder of the world, conferees also discussed the curriculum implications of global interdependence.

Thus, workshop discussions centered on five questions: (1) how can curriculums respond to social change; (2) what should be the priorities in curriculum development; (3) who should determine curriculum; (4) how can curriculums respond to a changing economic, technical, and industrial society; and (5) how can the concept of global interdependence be treated in local curriculums?

The following recommendations, strategies, and statements were developed:

- The goals and priorities of education should be determined by representative groups of education professionals in cooperation and consultation with the community.
- The community should be involved in curriculum development through a planned two-way program. Those responsible for the operation of schools should provide the resources and the basic philosophy and aggressively seek input from all segments of the community.
- Students should be involved in curriculum decisions in an advisory capacity.
- Secondary schools should develop in students an understanding and appreciation of cultural plurism within American society.
- Secondary education should create understanding and acceptance of the interdependence of all the world's people.
- As a social institution, schools have an obligation, through community participation, to limit their responsibilities. At the same time, they must be self-reviewing to improve the means by which they serve their clientele. This requires systematic review and improvement, a process that must involve all segments of the community to promote communication with the various publics that should help determine priorities and resources.
- Schools have an obligation to respond to social and cultural changes and are responsible for preparing students for adult life. Schools should be process, not curriculum, centered. Schools should help prepare students for work, leisure, physical fitness, peer relationships, self-understanding, economic realities, coping with society, and cultural mores.
- A process should be conceived to establish public policy on the goals and purposes of education. This process should involve direct and indirect clients, representative governmental bodies, and education practitioneers from the local, State, and national levels.
- While there should be no national curriculum standardization, there are issues of national concern that are not being responded to at the State and local levels. Consideration should be given to the creation of a national task force—funded by the U.S. Office of Education—with multilateral representation from the local, State, and national levels to discuss these concerns.
- The principal is the key to setting a tone for humanizing education in a school. A reorganization of the roles of administrators and guidance counselors is needed so that every student has one person with whom to relate. Suggestions included creation of a teacher advisor, guidance personnel serving as resource persons for teachers, and improved teacher selection.
- Federal funds should be acquired for local curriculum de-

## The High School Curriculum

| | |
|---|---|
| Chairperson: | *Cecil Yarbrough, regional commissioner, USOE regional office, Atlanta.* |
| Coordinators: | *Ralph McGee, principal, New Trier East Township High School, Winnetka, Ill.; Rayma C. Page, director, National School Board Association and vice-chairman, Lee County School Board, Fort Myers, Fla.* |
| Facilitator: | *Brandon Sparkman, assistant superintendent, Hartselle City Schools, Hartselle, Ala.* |
| Discussion Guide: | *USOE regional office, Atlanta.* |

velopment research.

- National and local associations must listen positively to criticism in education—both legitimate and illegitimate—and then act.
- Textbook and test publishers have excessive influence on curriculums due to the way education is now organized.
- Comprehensive high school programs should be developed by the local community since area needs and district size differ. The ideal is to offer as many elective courses and as broad a set of community experiences as finances and personnel allow.

A comprehensive program was described as one "lived-out" by the school staff. Within school relationships must be more than that of a teacher and client. Workshop participants agreed that teachers must be involved with and interested in students outside the classroom. ■

*—Kathleen Woodman*

# Values education:

# back to a basic

By Sheilah N. Thomas

Not only is there a definite need in our society for formal values education, but the responsibility for setting standards and teaching values rests with the schools. This was the consensus of some 80 workshop participants, although they agreed that strong opposition could be expected in many communities.

Contemporary society lacks clearly established moral standards and strong moral leaders, and values shift from generation to generation, participants agreed. Given this social climate, they asserted, "a position of ethical neutrality on the part of the schools would be untenable." Nor did they consider such a position realistic. "Every school and every teacher has values that are introduced in all activities," said the participants. "We recommend that the 'hidden' values of a school or community be identified and examined to see if they will prepare our students to be citizens in 20th and 21st century America."

Conferees also agreed that the individual educator's responsibility extended even further—to a personal commitment to live by established standards. Demanding greater expectations of teachers and administrators, as well as students, participants emphasized the crucial role school personnel play as models for the school's value system. "The school climate must reflect the values being taught," they said, "if those values are to stand up."

### *Whose values?*

Another potentially controversial issue also was firmly resolved. Summarizing the opinions of many conferees, one said, "I cannot understand anyone who asks 'whose values?' We have only to look at the founding documents of our country—the Declaration of Independence and the Constitution—to know 'whose values.' "

Others agreed that the tricky question of whether a school was "imposing" a set of values on individual students could be handled by adhering to "universal" values (such as peace or human dignity); by emphasizing the values that form the basis of American history; by obtaining community input; and by focusing the values education program on public policy issues.

Conferees were also able to agree that not only must schools establish standards "by which students can judge themselves and society," but they must also teach youngsters a *process* through which they can set

*Sheilah N. Thomas is managing editor of* The School Administrator, *monthly publication of the American Association of School Administrators.*

"You can *count* on conflict with a program like this."

standards and make moral decisions for themselves.

Yet, despite fundamental agreement on the need for values education in the schools, major disagreement surfaced with the introduction of the word "implementation." In fact, said one participant, "you can *count* on conflict with a program like this."

### *Biggest problem*

The most controversial problem, and the most difficult to resolve, is exemplified by the West Virginia textbook dispute—differing sets of school-community values. Although numerous methods (such as open communication, community involvement in setting standards, board approval, and justification based on universally acceptable standards—such as the Constitution) were suggested for dealing with this dilemma, participants agreed that perhaps in some communities it may be impossible to resolve fully.

Participants identified two other potential difficulties in introducing a values education program.

The gap between expressed standards of behavior and actual behavior (partitularly on the part of school staff) was viewed as a major concern. If students are to consider a school's moral standards to be valid, participants said, the institution must be willing to set an example. This requires a strong commitment on the part of the staff, and may also require inservice staff training in values education, conferees said.

Another potential problem, often more difficult to perceive, is that between the expressed standards of behavior and the school's value system (whether expressed or 'hidden'). Problems can arise, participants pointed out, if the school's value system (achieving good grades, for example) makes it more attractive to break a rule (no cheating) than to abide by it. Conferees recommended values clarification programs in the schools to determine what their values systems actually were, so that such conflicts could be avoided.

### *How to do it*

Recognizing the numerous problems that could arise in any attempt to implement a values education program, workshop participants turned their attention to two overlapping concerns: how to go about establishing a school district values education program; and how to deal with community opposition.

Discussion about implementation centered around the Kohlberg model that is currently being tested in a variety of programs around the country. Facilitators Harold Taylor and Wilber Hawkins outlined for conference particpants the approach of Lawrence Kohlberg of Harvard's Graduate School of Education.

Basing his theories on the results of 25 years of research, Kohlberg believes the development of moral values to be a natural result of the maturing of the child, Taylor said. This developmental process occurs in stages, according to Kohlberg, where the ability to reason about moral issues is combined with an emotional response to various solutions.

The Kohlberg theory does not hold that all those capable of moral reasoning will automatically behave according to high moral principle, said Taylor. It does hold that three stages of moral action can be identified and that children and adults can recognize them and apply them to their own moral decisions and to their judgments about others.

### *Three levels*

The three levels of moral development identified by Kohlberg are:

- The preconvention level, where people behave as they do in response to the power of authority over them, the fear of punishment or the promise of reward, or the expectation that by doing someone

else a favor, the favor will be returned.

- The conventional level, where people behave according to the expectations of those around them, the family, social group or nation, in conformity to the norms of the existing social order.
- The level at which people behave according to principles that are independent of the norms of society and quite often deviate from them. One's own behavior is judged by ethical standards transcending individual gain or personal satisfaction. The satisfaction comes from behaving on the basis of principles rather than on the basis of either conformity or advantage.

### *Now being tested*

The Kohlberg Model is the basis for a program that is now being tested in the Brighton, Colo., school system outside of Denver.

Brighton superintendent Wilber Hawkins described the program and outlined the steps taken to allay community concerns, and to gain support for the program. "You need to plan carefully," he said, "you need to choose your materials, train your staff, and work with the community to develop acceptable standards. And," he said, "you need to take a chance."

Some of the steps taken and the methods used to implement what Hawkins described as a successful values education program in Brighton schools include:

- Entitling the program "civic instruction" rather than "moral" or "ethic" development.
- Basing the program on universally acceptable positions—such as those described in the Declaration of Independence and the Constitution.
- Having the school board state these founding beliefs clearly and specifically. Hawkins reported that, to prevent any misunderstandings, the board issued a statement saying "We believe _____, *and by this we mean* _____."
- An assessment of the community, with the final statement of beliefs agreed to by at least 75 percent of the community.
- Staff training programs to determine existing values systems, and to teach values education instruction.
- Integration of the civic education program into the existing curriculum—particularly in social studies and English classes—rather than in a special values education course.
- Teaching moral decisionmaking through the use of "moral dilemmas." These scenarios, which require the reader to make a moral decision, are used to stimulate discussion and involve students in moral decisionmaking. While a number of these "moral dilemmas" have been developed specifically for this purpose, Hawkins reported that many such scenarios are to be found in American history and literature, making their introduction to social studies and literature courses a smooth, natural process.

### *Reaffirmation*

Despite persistent reservations about opposition from some communities, workshop participants concluded their efforts on a postive note. Reaffirming the need for values education in the schools, they offered the following recommendations for implementing a values education program:

- Schools should develop a strong rationale, clearly stated, upon which to base such a program. Development of this foundation should include inputs from the school, board, and community.
- The program should be integrated into the curriculum. There should be no separate "values education" courses.
- Schools should undergo values clarification to determine the values—hidden and expressed—inherent in the school system, and should see that these do not conflict with stated standards of behavior.
- Inservice education for school staff is essential, both to clarify existing values and to train staff.
- Effective, open communications must be maintained between the school and the community. "Conflict management should be on a year-round basis," participants advised, "not as crises arise." ■

## Values Education

| | |
|---|---|
| Chairperson: | *Brother John Olsen, executive secretary, Secondary School Department, National Catholic Education Association, Washington, D.C.* |
| Coordinators: | *Walter D. Talbot, superintendent of public instruction, Utah State Board of Education, Salt Lake City; Norma Tabor, assistant conference coordinator, USOE regional office, Denver.* |
| Facilitators: | *Harold Taylor, distinguished professor, New York City; Wilbur Hawkins, superintendent of schools, Brighton, Colo.* |
| Discussion Guide: | *Harold Taylor* |

# How to get *all* students exposed to the real world

By Helen K. Masterson

Every student should participate in at least one work experience and one voluntary service experience as an integral part of the high school curriculum. That, agreed workshop participants, is what must be done to relate today's secondary schools to the real world of work.

They also agreed that for a work and education plan to be successful it is first necessary to:

- Re-educate educators. . . to acknowledge that work and service education should be included for all students, K-12, and that there should be no distinction between college and noncollege-bound students;
- Re-educate parents. . . to stop thinking that anyone involved in career or vocational education is a second-class citizen;
- Restructure the curriculum to make career education an accepted part of all education;
- Enlist the support of the economic or business community to "get things to happen" and to expose students to the realities of the working world.

The economic community and the educational community "need each other," said Walter Kerr, a member of the National Advisory Council on Vocational Education. "There must be a system for these two communities to come together to rethink both finance and job opportunities. The public is being taxed almost to capacity," Kerr added, "but massive resources are still untapped in the economic community. We must think through possible new dimensions. Many businesses must now retrain employees for specific jobs. Use this resource in the schools and make the job opportunities relevant to teaching and learning."

The grass roots approach to education change is both realistic and operable, said Loretto Bonner, director of career education for Russellville, Ark. But, she added, it all depends on the "willingness of the industrial, business, labor, and governmental people of the community to participate in its activities. Our career education program is totally dependent and based on community involvement," said Bonner. "It calls for continuous evaluation so that career education remains an integral part of the total school program. . . bridging the gap between education and the community."

"Above all, we must change some values, get students exposed to the realities of the working world, get rid of some school requirements—such as whether a verb should be underlined once, twice, or with a wavey line—and start using time more efficiently," said George W. Miller, assistant superintendent of secondary education, Gastonia County, N.C. "We have our students set in unrealistic blocks of time. Keep the schools open, give students the opportunity to work and go to school day and night if necessary."

Definition of terms, however,

*Helen K. Masterson is public information director for the national assessment project of the Education Commission of the States.*

became a problem. "Does anyone really know what work-study, work-experience, vocational education, or even career education really is?" asked Robert Zimmerman, director of Berks Vocational-Technical School in Leesport, Pa. Participants finally agreed to accept a definition from the *NASSP Bulletin:* "Career education is a developmental process that assists the individual in becoming aware of the relationships between his potentialities, aspirations, values, and how they can mature. . .in developing a sense of his own worth, purpose, and direction in life."

Participants heard several examples of how a school program can relate to work. Jean Nipper, program administrator of Business/Industry Coordination for the Houston, Tex., school district explained the concept of personnel interchange. In this interchange of business and education personnel, educators are placed in a business or industrial setting for a period of time while industry, business, labor, and government personnel, in turn, are placed in schools to provide technical assistance and observe vocational programs. This process, Nipper said, helps incorporate recent industrial developments and technology into school curriculums and also helps teachers become familiar with industry-prepared journals, audiovisual materials, and training programs.

Pointing out the importance of voluntarism, Sister Mary Grace Danos, principal of Mt. Carmel Academy, a private college-preparatory high school in New Orleans, explained how her school has flexible scheduling to encourage students to secure voluntary employment. Each student in grades 9, 10, and 11 is obligated to donate 90 hours of service each year without pay to community agencies, Sister Mary said. In their senior year, students must secure a job and work for pay. "We have found," Sister Mary said, "that this work-study plan has no adverse affect on the student grades."

### *All three levels*

Relating education through work and service to all three levels of government, workshop participants proposed that local school districts should be committed to establishing a climate for "Education through Work and Service" that might involve: (1) possible curriculum revision, (2) changes in daily and yearly school schedule, (3) changes in graduation requirements, (4) teacher preparation and certification; (5) development of appropriate industry-education-labor relationships focusing on the needs of all students for work and service experiences.

At the State level, participants suggested that all State education agencies should adopt certification requirements that make possible the maximum use of human resources to carry out effectively the concept of education through work and service. Also, all State education agencies should encourage local education agencies to adopt both flexible scheduling and credit requirements so that work

## Work and Service Education

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|---|---|
| Chairperson: | *Earl P. Shubert, assistant regional commissioner, USOE regional office, Dallas.* |
| Coordinators: | *Walter K. Kerr, member, National Advisory Council on Vocational Education; Joan E. O'Malley, principal, Jones Commercial High School, Chicago.* |
| Facilitator: | *C. Taylor Whittier, associate professor of education, University of Texas, San Antonio.* |
| Discussion Guide: | *USOE regional office, Dallas.* |

and service programs can be provided for all students.

Participants called upon the U.S. Office of Education to advise the President; Secretary of Health, Education, and Welfare; Education Commission of the States; chief State school officers; chairmen of State and vocational boards of education, local district superintendents, local boards of education, and members of the National Association of Secondary School Principals that the education community invites the voluntary cooperation of the economic community in providing education through work and service.

Participants also suggested that the workshop background paper be discussed at the career education Bicentennial conference in Houston in November. Workshop participants agreed on a resolution proposing that this national conference: (1) inform the media of the need for collaboration between the economic and education community; (2) advise the U.S. Commissioner of Education of the need for a structured system in the economic community—such as the 15 occupational clusters identified by USOE—to cooperate with the education community; (3) recommend that USOE's Office of Career Education confer with officials of States having industry councils on the development of a national industry council; (4) advise the governor, chief State school officer, and the chairman of the State board of education in each State of workshop recommendations. ■

# A new approach to the social sciences

A curriculum devised for New York City cannot properly serve a student growing up in a small Midwest rural town. Each community is different, changing at a different rate and endowed with different resources.

Our society is also highly mobile, thus often creating a gap between changes in school curriculums and in society at large. Nowhere is this rate of change more evident than in the social sciences; by the time many students leave school, the knowledge they have acquired is obsolete.

Thousands of small communities are losing their young people to big cities because of the lure of "bright lights" and the widespread opinion of young people that there is nothing in the small town to be proud of or excited about. At the same time, urban communities are worried because young people from small communities arrive unprepared to cope with the problems of a metropolitan area.

Building on two ideas—(1) that a curriculum must be developed to help young people cope with the various dimensions of mobility; and (2) that a social studies curriculum prepared for national dissemination does not always successfully bridge the gap between theory and reality—workshop participants heard from those directly involved in developing a community-based curriculum that successfully supplements the regular social science curriculum.

"It is not enough to know about Africa and the Middle East when

we don't even understand what is going on in a community 10 miles down the road," said Carl Clay, representative of a citizens' advisory committee in North Fork Valley, Colo., and principal of a high school that has successfully adopted a system-based curriculum. Students from Clay's high school explained how, through the building of a community-based curriculum, they better understood their community's economic base, how the community has changed over the years, the reasons for these changes, and whether there was an occupational niche in the community for them.

"The community is used as a laboratory for learning."

### *Social profile*

Workshop emphasis was placed on the building of a social science curriculum incorporating a community social profile system. Lawrence Senesh, professor of economics at the University of Colorado and director of the Federally funded system-based project said, "Take your job seriously and do something for the youngsters. There must be a grand alliance between the community and the school. Our mobile society is costly to Americans, both as individuals and as a society. We must develop a curriculum that helps young people cope with all the dimensions of that mobility."

Senesh described how to build a social science curriculum that incorporates a community social profile system. This profile, Senesh pointed out, is a social profile of the home community as well as profiles of other communities to which young people may later migrate. It helps youths increase their education options by answering such questions as:

- Should I stay in my home community?
- How has my community changed during my parents' lifetime and my own?
- How might it change in the future?
- What are the reasons for these changes?
- Do these changes increase or decrease my future options?
- Can I get a job here?
- How do I get necessary training?
- What are the benefits of staying in this community?

### *Mirror of community*

To answer these questions properly, Senesh pointed out that a social profile must be a mirror of the community, reflecting the physical environment, including physical limitations, history, economic base, political process (informal power structure included), plus cultural views that show relationships between value preferences and achievement, competition, cooperation, crime, and poverty in the community.

This social profile is also a useful tool for education decision-makers because it shows how the forces inside and outside of the community affect the well-being of people, rich and poor, young and old.

Such a community-based curriculum also means that the community is used as a laboratory for learning, thus showing students how forces generate change in the community and in the rest of the world, and how these changes affect the options of youth in the home community and in other communities.

Senesh emphasized that a community social profile should be used in K-12 social science programs and that the curriculum must relate to the family, the neighborhood, the city, the regions, U.S. history, social problems, career development, and citizenship.

"The parents love it, the teachers love it, and the students love it," said Stanley Leftwich, assistant Colorado commissioner of education. "Citizens help identify educational goals, business leaders learn how to prepare an environment where youth will gain meaningful community experiences, and students learn how to relate social studies concepts to their own experiences. It is a beautiful partnership between local, State, and even Federal concerns," Leftwich added, "but you must lay a foundation and work closely with the community to make any project like this work."

Harold Blackburn, assistant regional commissioner, U.S. Office of Education in Kansas City, asked workshop participants to encourage the 10 Federal regions to assist in the identification of two or three school districts and one or more State agencies that might choose to adopt the community-based curriculum model. ■

*—Helen K. Masterson*

## Developing a Local Curriculum

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|---|---|
| Chairperson: | *Harold Blackburn, assistant regional commissioner, USOE regional office, Kansas City.* |
| Coordinators: | *John Muth, project coordinator, Colorado System-Based Curriculum Project, University of Colorado, Boulder; Stanley A. Leftwich, assistant commissioner, State Department of Education, Denver.* |
| Facilitator: | *Lawrence Senesh, director, National Science Foundation Project, and professor of economics, University of Colorado, Boulder.* |
| Discussion Guide: | *Lawrence Senesh.* |

CAPITOL GAMES
By James Stevenson.
WHAT CAN YOU DO WHEN YOUR 17-YEAR-OLD KID MAKES A BAD DECISION, AL? I KNOW MY SON IS GOING TO WRECK HIS LIFE!
I DUNNO, HARRY!!
© 1976 Los Angeles Times
HIS FUTURE IS PRACTICALLY DOOMED!
WHAT DID HE DECIDE TO DO?
5/28
HE DECIDED TO.. GULP!.. TO GO TO COLLEGE!
OH, NO!!
STEVENSON

# Making guidance a part of the program

With the school dropout rate at 30 percent and almost one million youth dropping out of school yearly, the need for guidance services within the school was deemed more essential than ever.

The responsibility for providing such services is shared by local, State, and Federal policymakers as well as by students, teachers, parents, counselors, and school administrators, workshop participants agreed.

Examination of the roles and responsibilities of each of these groups revealed some essential elements for a successful guidance service program.

There was agreement that, above all, a school guidance program must be a total, planned program involving the student, counselor, teacher, parents, and administrators as a team. It should be based on a developmental approach to be continuous throughout schooling. Each member of the guidance team must share a common understanding of his or her role and the roles of other members of the team. And guidance services must be an integral part of the school program.

### *Five elements*

Thelma Daley, president of the American Personnel and Guidance Association, suggested five elements that are necessary for the success of all guidance programs: First, she said, evaluation and accountability procedures must be built into every guidance program. Guidance must also be an integral part of the school program. Training and retraining opportunities must be provided for each member of the guidance team. A guidance component must be built into all legislation for youth programs. And finally, each guidance program must develop a parental resource bank to insure the involvement of parents.

Under the direction of George Tricolas, director of guidance services at Northrop High school in Fort Wayne, Ind., the approximately 50 administrators and counselors in the workshop carefully examined the roles and responsibilities of each member of the guidance team.

The student, the group decided, must be an active participant in the guidance process, rather than a passive recipient of guidance services. A system must be built into the regular program that involves all students and leaves the ultimate responsibility for decisions with the student. As a prerequisite for responsible actions in society, the group added, students must learn how to be responsible in the school

environment.

Participants agreed that the teacher is essential to a successful guidance program. He or she must be an integral part of the team and must be included in every aspect of the program, from planning to evaluation. As one participant said, the teacher, perhaps more than any other member of the guidance team, is influential in helping the student identify his or her needs and develop a lifelong education plan.

In the past, counselors have been trained to deal exclusively with students, said Pete Bouchard, professor of education at Western State College in Gunnison, Colo. They must now be retrained to prepare teachers to work with students, he said.

Bouchard emphasized that teachers must be trained for their new role as counselors. To be effective partners on the counseling team, said Bouchard, teachers must have: (1) communication skills; (2) human relations skills; (3) a well-defined role to play in providing guidance services; and (4) self-confidence.

Research indicates that parents exercise the greatest influence on student career decisions, one group member pointed out. Others agreed that parents are absolutely essential to the guidance program. They must, therefore, be kept informed by all members of the guidance team, and they must be actively involved in the guidance program.

What kind of involvement for parents? Parent-student meetings, guidance advisory committees, use of parents in school as models for career awareness, volunteer tutors, a "big brother" program, to name a few. The secondary school must develop some technique for dialogue among parent, student, counselor, and principal, participants agreed.

"Counselors must have time to seek out students."

The administrator was considered particularly important in formulating the guidance program. Only if the administrator is involved in planning will he or she understand the role of the counselor and the necessity of guidance being an integral part of the school program, participants said.

### *Depends on principal*

Guidance program success depends on the support of the principal. He or she must be involved in designing the program, clarifying the counselor's role, and developing district and school guidelines and procedures for program operation.

Discussion of the role of State and Federal governments focused on financial, legislative, and resource support. Government agencies, participants said, must clearly define the scope of the guidance program and must insure, through policies and guidelines, that all youth receive guidance services.

State and Federal governments must provide resources for training and retraining programs for counselors, one counselor suggested. They also must develop an accountability plan for guidance programs, complete with goals and objectives, strategies for reaching those goals, and measured outcomes. Finally, said participants, State and local governments must work for necessary legislation to support the guidance program, particularly in terms of financial support.

Several issues were of particular concern. For example, many counselors seem reluctant to move out into the school to work with students. They seem to assume, said participants, that students will sort out their own problems and seek out counseling. Their attitude is, said one principal, "The kids know where my office is if they need me."

In defense, a counselor pointed out to the group that this is due many times to misconceptions on the part of principals and teachers as to the role of the counselor. "If the principal catches the counselor wandering around the school, talking with students, he or she thinks the counselor isn't doing a proper job. Counselors must have time to seek out students and find out what their needs are."

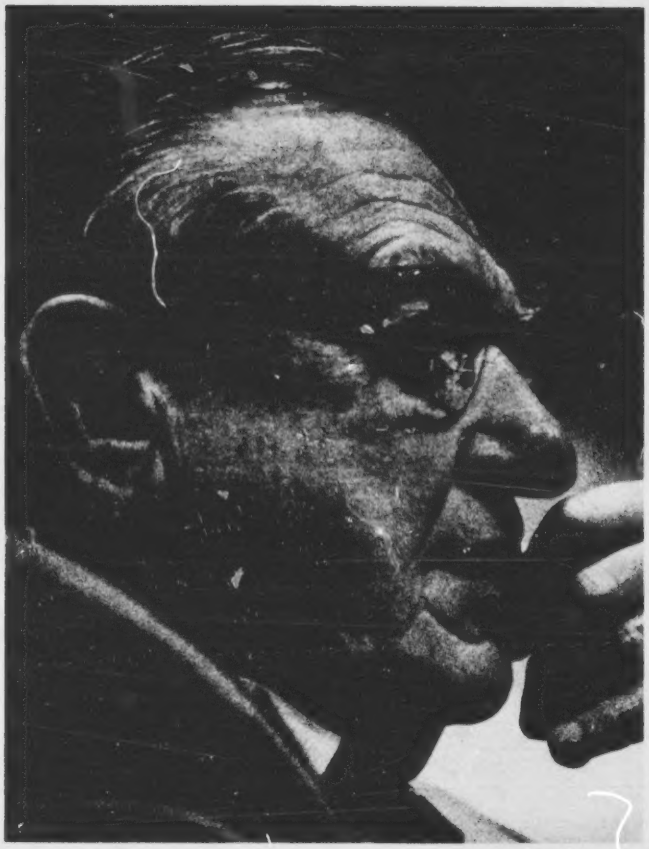
Another complaint of several counselors was that principals, not understanding the role of the counselor, often load them up with other duties, not leaving them enough time to be effective counselors. This is linked to misunderstanding the counselor's role, participants agreed, and illustrates the necessity of working with administrators to develop specific job descriptions and competencies for counselors.

It was agreed that in today's complex society an ongoing counseling program designed to meet the needs of individual students is more important than ever. ■

*— Linda Gallehugh Irwin*

## Delivery of Guidance Services

| | |
|---|---|
| Chairperson: | *Dean E. Johnson, principal, Shawnee Mission West High School, Shawnee Mission, Kan.* |
| Coordinators: | *P. Max Gabbert, assistant regional commissioner, USOE regional office, Chicago; Dean P. Talagan, assistant superintendent of public instruction, State Department of Education, Cheyenne, Wyo.* |
| Facilitator: | *George A. Tricolas, director of guidance services, Northrop High School, Fort Wayne, Ind.* |
| Discussion Guide: | *USOE regional office, Chicago.* |



# Arts and humanities in school and community

By Alvin C. Eurich

Leonardo's *Mona Lisa* hung in the Metropolitan Museum. The evening before it was to be returned to the Louvre, I rode up Fifth Avenue in a bus. It was raining; no, pouring! When we reached 81st Street, we were caught in a dreadful traffic jam. Autos snarled the avenue, picking up and discharging passengers. Throngs of people crowded the museum door, huddled under their umbrellas. The woman sitting next to me was obviously annoyed. "What are all those people and cars doing here holding up traffic?" she growled. I explained that it was the last evening they could see a great painting, the *Mona Lisa*. "They all want to see a painting?" she echoed. And then added: "Gee the artist must be making a whale of a lot of money today."

This woman's attitude exemplifies a common approach to the arts— the more it costs the better it must be. Money of course, need not have anything to do with artistic merit. All it signifies is the competition in the market place. In a sense dollars—as the $1 million that the Metropolitan Museum recently paid for a Matisse—prostitutes arts. It accentuates false values. It perpetuates abysmal ignorance about art.

But I am getting ahead of my theme, the involvement of the school and the community in a comprehensive arts and humanities program. To be clear about the various components of the theme—the school, community, arts, and humanities—I will venture some definitions:

First, I think of a school not as a building just by itself, but as a center designed to provide and coordinate learning resources and opportunities.

Next, no sharp line need separate school and community. A community may be a classroom, a school population, a neighborhood, a city, a state, a nation—or with the use of satellites, the world.

As for the arts, they generally include the visual arts, music,

*Alvin C. Eurich is president of the Academy for Educational Development in New York City. This article is adapted from his remarks at the secondary school conference in Denver.*

dance, theater, photography, film, poetry and prose, architecture, and environmental design.

The humanities are not so clearly delineated. The National Endowment for the Humanities includes: history, philosophy, languages, linguistics, literature, archeology, jurisprudence, history and criticism of the arts, ethics, and comparative religion. Even more broadly, the Endowment considers the humanities as comprising "the family of knowledge that deals with what it has been—and is—to be human, to make value judgments, and to select the wiser course of action."

In my book on *Reforming American Education,* I suggest that "any person with feeling, any person who is truly concerned with his conduct toward others; any person with ideals to achieve; any person who thinks about the basic ideas that make a difference in the lives of men; any person who creates something, whether in art, music, literature, or scholarship, that vitally affects the way people live; any person who is working in the interest of mankind—any such person is in a vital way dealing with the humanities."

### *Segment of culture*

Clearly then, according to these definitions, the school blends into an ever-expanding community, and the arts and the humanities compound into a vast segment of our culture. With these observations in mind, let's return to the lady in the bus. Her reaction to the *Mona Lisa* illustrates: (1) a popular and prevailing misconception of the arts in judging them principally by money; and (2) abysmal ignorance of the arts and the humanities—all too commonplace in our society.

Over the years, you and I have read articles decrying the drop in College Boards scores, the low level of reading competence, and achievement in mathematics and science. But nowhere have I seen equal outrage at the functional illiteracy in the arts and humanities. And yet the arts, after all,

**"The sciences and mathematics have held sway over the humanities and arts."**

have been a dominant feature in man's culture, from prehistoric times to the arts of the ancient world, down through the Middle Ages, the Renaissance, and the modern world. Art was man's way—the only way—of expressing a lasting view of himself and his world In drawings, sketches, paintings, words, body movements, dance, and music, man vitally expressed his thoughts, his feelings—yes, the soul of his civilizations. Why then have educators so sadly neglected the substance, the artifacts available for understanding men, women, and children as human beings? Can this neglect account for our lack of understanding of other races and cultures?

As a psychologist, I would claim that far greater insights about behavior—about motivation, feelings, the emotions—can be gleaned from the arts and the humanities than from the vast specialized literature amassed in the field of psychology during this century.

Instead of being made central to the educational process, the arts and the humanities have come to be regarded—particularly since the advent of the industrial and technological revolution—as elitist, effeminate, unproductive, impractical, and unnecessary.

### *Comfort in conformity*

With this attitude we reach the state where, as Herbert Holt says in his book, *Free to Be Good or Bad:*

"Everyone of us is caught in the dream of his subculture to some degree. The filaments woven by parents, teachers, peers, the repeated shibboleths, and the dramatized culture patterns of the mass media all ensnare us. We become enmeshed. And many remain comfortable in the cozy blanket of conformity."

For the arts and humanities, this cozy blanket called "conformity" can often smother us. Our attitude is—we like what we like—unexamined. We just grew up that way. Socrates taught Greek youth that the unexamined life is not worth living; but our schools often stifle the young into conforming rather than setting them free to explore their selfhood, other cultures, and the vast world of the arts.

### *Declining status*

In education, the sciences and mathematics have held sway over the humanities and the arts. As the Report of the Commission on the Humanities stated more than a decade ago: "Without major efforts in all the schools of every State, the status of the humanities in the schools will inevitably decline in the years ahead."

And with the ever-growing emphasis on career education, it has declined even more than the Commission anticipated. As I see it, right now, our communities are taking the leadership more vigorously than the schools in educating their citizens in the arts and humanities.

But there is hope. Just a few examples:

**Lincoln Center**—Several years ago, Lincoln Center in New York City created an exciting program called "Lincoln Center at Your School." Professional artists go to the schools. They perform. They comment during their performances, and afterwards talk informally with students about work. These sessions provide such a rich learning experience that the New York, New Jersey, Connecticut, and Massachusetts State departments of education endorsed

the programs and authorized school boards to finance them.

"Your School at Lincoln Center" supplements the inschool program. Daytime events include orchestral, choral, and chamber music concerts, plays and films. These are presented by Julliard artists, the New York Philharmonic, the Metropolitan Opera Company, the Chamber Music Society, and the New York Public Library.

What a beautiful example of bringing the cultural centers into the schools and bringing the schools into the cultural centers!

**Metropolitan Museum of Art**—New York City's Metropolitan Museum of Art also offers a variety of outreach programs for the schools and the community. For example, its "First Fruits" program, sponsored in part by the State Council on the Arts, provides free studio workshops taught by professionals at various points throughout the city. Senior volunteers present free slide lectures on art at senior centers and nursing homes. At the high school level, the Metropolitan offers such programs as a curriculum enrichment service for teachers and a work-study program for individual high school students in art, the humanities, or museum work, for which credit is usually offered. Every effort is made to coordinate these programs closely with school schedules.

**Metropolitan Opera Guild**—Also in New York City, the Metropolitan Opera Guild offers student performances and special rehearsals. Schools may choose either tickets to a matinee performance at very low prices or complimentary tickets to a dress rehearsal. They are sent color filmstrips and teacher's guides or background material on the opera of their choice. The Guild also produces a variety of operatic materials for use in classrooms, libraries, clubs, and in the home. In addition, the Guild makes available color filmstrips, slides, color slide copy service, librettos, piano-vocal scores, opera guides, and the *Opera News*—America's only opera magazine.

**Kennedy Center**—Although my list of illustrative programs in the larger cities is growing long, I must add the Kennedy Center for the Performing Arts in Washington, D.C. Just 3 years ago the Kennedy Center and the United States Office of Education formed a joint project—The Alliance for Arts Education. Its major purpose was to help the Center fulfill its Congressional mandate: ". . . to develop programs in the arts for children and youth which are designed specifically for their participation, education, and recreation. . ."

### *Youth festival*

To carry out this function, committees have been established in the District of Columbia, the Bureau of Indian Affairs, and in 48 of the 50 States. The Alliance, the Kennedy Center, and the Music Educators National Conference sponsor a Youth Music Festival, which gives 36 groups of high school students, college students and even retired men and women, from all over the country, the chance to give concerts at the Center. How thrilling for them! Also in cooperation with the Alliance, the Center presents the American College Theater Festival, which seeks to encourage high standards of production and to bring together at the regional and national level, productions that represent college theater at its best. During 1975, its first six productions in an American Bicentennial Theater series found eager audiences in a number of cities in addition to Washington. In Princeton, *The Royal Family* broke box office records and went on to Broadway, as did another production—*The Sweet Bird of Youth.*

Let's come closer to the place

where the secondary school conference was held—Colorado. The Denver Art Museum sends school resource speakers to the public schools in the city. They show slides and take background materials with them, such as Indian baskets with artifacts, to motivate the students to learn more. The museum also holds classes for teachers to acquaint them with the museum's resources.

The Colorado Council of the Arts, with funds from the National Endowment of the Arts and the State, offers two outstanding programs:

- "Artists in Schools," through which artists, filmmakers and poets spend from 4 days to a semester in elementary and secondary schools, and
- A summer "Chautauqua" program under which professional artists, and artisans—such as puppeteers, quilters, and silversmiths—participate in community workshops or offer entertainment. The smaller towns provide food and lodging for the professionals and provide matching funds as well.

### *Small communities*

But, you may say, I have been discussing States and large cities: New York, Washington, Denver. What can a *small* community do? It does not have the cultural resources of a large metropolitan area to make available to the community. I can answer only by looking at two small towns.

A few years ago, Columbus, Ind., the home site of Cummins Engine Co., was a tired, decaying prairie town of only 19,000. Because Cummins, the multinational diesel manufacturer, had more and more difficulty attracting the brightest young executives, the chairman of its board, J. Irwin Miller, came up with a brainstorm: to make the town attractive through architecture. In 1954 he announced that his corporation's foundation would pay the architect's fee for any public building in town designed by an architect with a national reputation. What happened? Today, just 22 years later, its main street area now can boast of a shopping mall by Cesar Pelli of Los Angeles; a bank by Eero Saarinen; a post office by Kevin Roche; a newspaper plant by Skidmore, Owings and Merrill; a library by I.M. Pei; and a school by Gunnar Birkerts.

### *Like jewels*

Arranged like jewels elsewhere are Eliel Saarinen's First Christian Church, generally regarded as one of the finest church structures of the 20th century; his son Eero's North Christian Church; the Fodrea Community School by Paul Kennon of the Houston firm of Caudill Rowlett Scott; a fire station by Venturi and Rauch; an a high school by Mitchell/Giurgola Associates of New York and Philadelphia. Today Columbus, Ind., has a population of 30,000—but more important, last year it had 40,000 visitors. It is a Mecca for architects and architectural students from around the world. Interestingly enough, a recent survey revealed that 27 students or about 1.5 percent of the total population in two high schools were headed for architectural careers. This is about three times the national average! Nowhwere else has architecture put a community so dramatically on the map.

Another small but fascinating town example is Owatonna, Minn.

In the 1930's while serving as a young faculty member at the University of Minnesota I was peripherally involved in the Owatoona Art Education Project. Conceived by the late Dean Melvin E. Haggerty of Minnesota's College of Education, and enthusiastically supported by the late Frederick Keppel, then president of the Carnegie Corporation, the project was designed: (1) to discover and to clarify the art interests and needs of modern American life, and (2) to shape the school curriculum so that it would serve these needs and interests.

Owatonna was selected because it was a typical American city which now has a population of only 17,000. Not as vulgar, ugly, or meager as Sinclair Lewis' *Main Street,* its main thoroughfare could boast a bank building designed by Frank Lloyd Wright's *Lieber Meister,* Louis Sullivan. One of Owatonna's major industries is Jostens, the designer and manufactuer of jewelry, rings, and insignias for schools and colleges. Owatonna clearly had an economic interest in art. But it did not conceive of art as something that permeated every aspect of life: architecture, home furnishings, store window displays, clothing, arrangement of merchandise, gardens, appropriate use of color and design everywhere, including newspapers and other publications.

Focusing on the enrichment of the common life through art, the project sought to show the community leaders how art could be used in future planning. In the schools the project concentrated on retraining teachers and developing a new curriculum. Through commissioning a study of Florence in the 1300's, by the historian August Krey, we showed that there need be no conflict between art and utility—that the Florentine craftsmen, who were supreme artisans were interested in selling the perfect gems they created.

Publications resulting from the project included *A City That Art Built; Art, A Way of Life;* and *Art Problems of the American Home.*

Although I surmised this project had a tremendous influence on the

"There need be no conflict between art and utility."

"The American people are today exposed to humanities and culture to a degree unprecedented in their history."

community, I was not fully aware of its effects until recently. I made some inquiries on what has been happening in art in Owatonna. And in the process I unearthed a thrilling story. About 2 years ago a group of citizens, under the inspring leadership of Mary E. Leach, joined together to found the Owatonna Art Center. Mrs. Leach's husband, a lawyer, contributed the necessary legal services in setting up the Arts Center. Just one year after the committee was formed, the Center was opened, thanks to the efforts of the community. Volunteer contractors, carpenters, plumbers, painters, contributed much time, labor, energy, and devotion, in transforming the building, which was formerly a State school for the mentally retarded, into an arts center. Local companies donated or made equipment. For instance, a local glass manufacturer designed and made a beautiful free-form laminated glass reception desk, without charge. Another local industry, makers of music equipment, sent over their engineers to test the old dining room area and found it ideal for music.

Mrs. Leach found that printing was a major expense. So she got a company in Iowa to donate a printing press, got a local company to truck it free of charge back to Owatonna, and took a printing course to learn how to operate the machine herself!

The Center now provides galleries, studios, and facilities for the performing arts. It has two permanent collections: a world costume collection and paintings primarily by local artists, some of whom have gained national recognition.

Think of how the Owatonna program has enriched the life of the whole community! What Owatonna can do, virtually any community can do. No better illustration exists—to my knowledge—of how the arts and the humanities can relate to the schools and the community.

### *Some secrets*

From Lincoln Center to Owatonna, I think we can learn some secrets of the success of these programs:

- An understanding of the important place the arts and the humanities have played throughout the history of civilization and the extent to which they have contributed toward making mankind more civilized.
- Leadership, such as that provided by President Kennedy, his family, and Roger Stevens in making the Kennedy Center a reality, by John D. Rockefeller III in creating Lincoln Center, by President Lyndon B. Johnson in creating the two National Endowments in the Arts and the Humanities and in smaller towns, by J. Irwin Miller in Columbus, Ind., and Mary Leach in Owatonna, Minn.
- A concreate plan with a will to succeed in carrying it out.
- A communitywide effort to enlist all available resources—not just money but all types of human help.
- Above all, imagination, hard work, and persistence.

### *More can be done*

On a nationwide basis, even more can be done toward a comprehensive arts and humanities program. For the American people are today exposed to humanities and culture to a degree unprecedented in their history, as Alvin Toffler pointed out in his book *The Culture Consumers.* There are more art galleries in New York City today (550) than there were in the entire country a quarter of a century ago. LP records and cassettes are brining music and drama to new millions every year. The paperback revolution has made scholarly books available to millions of students and literature of great variety available to the general public. Book sales are up, and the use of libraries is increasing faster than the population.

For the schools, the cultural resources are far richer than they were just a few years ago because the Federal Government set up the National Endowment for the Arts and the Humanities. And the cultural resources available through radio and TV stagger the imagination. To wit: for 37 years the Metropolitan Opera Company has broadcast over radio its Saturday afternoon performances. According to the latest survey, at least 1.5 million people listen to every single broadcast. In this Bicentennial Year, an average of more than one million viewers in the New York area alone watched the first six episodes of the Adams Chronicles on TV. Back in 1970, 13 million viewers watched a 2-hour production of *Hamlet* with some of the world's leading actors. I wonder how many schools have taken advantage of these outstanding opportunities to enrich their school programs!

If the next generation of Americans is to be faced with increased leisure time, and if their lives are to be more satisfying, then it is all the more urgent for us to recognize how vital the arts and the humanities are for the enrichment of life. The challenge we face then, is to foster a deeper concern for the arts not only in our high schools but in our total educational programs. ■

# What does the diploma mean?

By Chris Pipho

What does a high school diploma mean? In the past this might have been a rhetorical question asked in ivy-colored training halls for school administrators, but today it is being asked by parents and students in the principal's office. Public concern has put pressure on high school principals and local school superintendents to explain more precisely what the high school diploma means, both for students and in the world of work.

More than 100 conferees participated in the workshop on graduation requirements. Concern and interest ran high, but agreement on what should be done with the high school graduation process and diploma requirements was not always possible. From the beginning of the discussion, it was apparent that most participants felt change was needed. While they agreed that the Carnegie Unit should be retained because it does measure time spent in the education process, many felt it should be augmented with another dimension related to competency.

At this point, the discussion took on as many hues as there were States and school districts represented. Representatives of those States facing minimum competency implementation deadlines brought on by legislation or State board rulings were concerned that high schools might become remedial institutions for correcting the deficiencies of elementary and junior high schools. Superintendents, principals, and others from States not faced with competency mandates joined in forming a chorus of "head nodders" praising the virtues of local control.

### *Six issues*

Common terminology was difficult to find. Most participants asked what is minimum competency and should schools be concerned with only minimal standards? The discussion focused on the following issues:

- How can competency be evaluated?
- Should minimal competency be related only to paper and pencil exercises?
- What is the role of the State in determining competency?
- Should competency graduation requirements be based on survival skills or mastery skills?
- Competency requirements may lead to a single standard not really reflecting the diverse student bodies that most schools serve.
- How should schools handle all of the record keeping that could become a part of the competency form of high school diplomas?

Many participants felt that total reliance on tests without the use of human judgement would not necessarily improve the current system. In general, there was a healthy skepticism about initiating a diploma program based simply on a competency test.

One individual summed up the first day's discussion by saying, "We could never agree, nor should

*Chris Pipho is associate director of research and information services for the Education Commission of the States in Denver.*

## A diploma based on both time and competency was recommended.

we agree, on what are minimal survival skills. There should be some common items and some common minimal levels of achievement." Another participant said, "Society can't survive on just survival skills."

Agreement on a "this we propose" statement, the goal for the second day's discussion, was next to impossible. Several times participants moved that the workshop discussion guide be adopted as "suggested guidelines" for local districts and States to use as they saw fit, but the issue either failed to get a second or never came to a vote. A good bit of discussion involved the need for having some centralized statement of minimal competenices. There was a feeling that if minimal competencies were to be minimal, then they should be related to all sections of the country and all States. The group did approve a motion which in effect said that the high school diploma should be based on minimal competencies that were drawn from national recommendations, State recommendations, and then finally be based on local requirements. Concern ran the gamut on this issue from those who felt that this smacked too much of a national curriculum to others saying that without some kind of central statement of minimal competencies the whole issue would never be resolved.

The group also agreed that the high school diploma should be based on verified attributes of: (1) an ability to read, write, and compute with specified proficiency; (2) an acquaintanceship with the American experience, including the process and structure of democratic governance; and (3) the successful completion of a series of courses and/or planned experiences, some of which involve a group setting.

Participants also agreed that the proposed criteria for the high school diploma be built on:

- Verified competency measures, including functional literacy in reading, writing, speaking, and listening; ability to compute, including decimals and percentages; and knowledge of the history and culture of the United States, including democratic governance.
- Verified units or credits, including successful completion of credits or units equal to a regular course load through the first semester of the senior year; and sufficient attendance in courses and programs to gain fully the education and social benefits of group situations.

While these two statements were approved with nearly unanimous agreement, no time was spent discussing how they might duplicate each other.

### *Minority views*

Minority comment, both during the discussions and following the two sessions, was sufficiently strong that some summary deserves to be included.

Some participants felt that both the National Association of Secondary School Principals and the U.S. Office of Education should encourage studies of different ways of introducing competency requirements for high school graduation. Specifically mentioned was the effect on students and schools of different methods of introducing competency requirements. It was suggested that when these studies were completed, the results should be widely distributed to secondary school educators and school boards.

### *Determine levels*

Concern was expressed about determining "levels of competency" in the areas specified, particularly those dealing with "American civilization."

Another group of participants recommended that competency diagnosis be a rather constant process in the presecondary school years, especially in those areas where competency must be demonstrated for high school graduation, and that adequate attention be given to remediation throughout the presecondary school years.

In general, high school principals, superintendents, and other workshop participants felt that high school graduation requirements should represent both a real challenge and real accomplishment for students. A high school diploma based on both time and competency requirements was the recommendation of the group. ■

## Graduation Requirements

| | |
|---|---|
| Chairperson: | *Robert H. Seitzer, regional commissioner, USOE regional office, New York City.* |
| Coordinators: | *Harold H. Negley, superintendent of public instruction, State Department of Public Instruction, Indianapolis, Ind.; Richard A. Kaye, principal, South Brunswick High School, South Brunswick, N.J.* |
| Facilitator: | *Charles A. Connor, Jr., assistant regional commissioner, USOE regional office, New York City.* |
| Discussion Guide: | *NASSP Research Office.* |

# The spiral of futility

Samuel Proctor

In high schools today—especially among blacks and other minorities—there is a spiral that has been in motion a long time. This spiral is the spirit of futility; it can and it must be stopped, said Samuel Proctor of Rutgers University in a general session address.

Proctor traced the spiral: "It starts with an awareness of rejection. Then comes the syndrome of isolation, either in force or self-inflicted, followed by insolarity to protect one in his or her isolation. In isolation, defense mechanisms are developed. When they reach out they amount to hostility: mean, cussed, and ready to fight, taking no stuff off nobody. Hostility. After this comes withdrawal from all the success symbols that other people recognize, an acceptance of a failing position in the society. At about this point, one is ready for the drug business, one is ready for violent crime, one is ready for anything, one has accepted failure. After this comes smoking in the toilet, extorting money, throwing away textbooks, fighting teachers, looking at the whole school exercise as somewhere to be warm in winter and to have fun in the springtime."

When this spiral is reversed, said Proctor, it's beautiful. "Everyone of us can recognize when it is moving in reverse. First is an awareness of acceptance. Somebody was just lucky enough to get in a classroom with a happily married homeroom teacher who isn't afraid to learn about black folk, who isn't afraid to kid a child about the way he's dressed today or about something he did on the football field. A little personal contact. An eyebrow raised at the right time. Awareness of acceptance."

What does one do to cause this to change? asked Proctor. High school personnel need to be aware of the roots of the problem and need to know something about cultural differences, he said. Proctor scholded the audience by saying, "Don't think it's smart for a white man or woman to brag and say, 'I don't know much about black folk.' That's a cop-out. I had to learn about the Romans and the Carthagenians and the Myceanians and the Eskimos and the Indians. You can learn about black folk. If I had to learn about Leonardo di Vinci you can learn about black

## "You can start to stop the spiral moving toward futility."

folk. I had to learn how to walk around in the Renaissance and the Roman world. This is your world. There are black people all around you. You ought to learn something about them."

Those who teach sociology and economics in colleges do the poorest job of any teaching anywhere, said Proctor. The ignorance of people regarding social classes and the economy is appalling, he declared. "Where are all these liberal arts backgrounds? I go to institute after institute with teachers and people in teacher education. What I run into saddens me. I find so little sensitivity toward people who are poor and who have been poor all of their lives. So many people who are the fortunate middle class act as though everyone in this world had exactly what he or she deserved. The least acquaintance with economics and sociology would let us know that not everybody in this world has what he or she deserves."

### *One intervention*

How did I overcome? asked Proctor. "By virtue of the intervention of my grandmother. Everybody who overcomes this kind of rejection overcomes it by virtue of one major intervention. You could be the intervention by the way you run your high school, by the way you run your district, by what you do in faculty preparation seminars, by what you talk about in your faculty meetings, by the way you handle discipline cases. You could be a major intervention for somebody who has already felt rejected. You can start to stop the spiral moving toward futility.

"We've got a bunch of sissys on the faculty who brag about the fact that they can't do 'nothing with the colored,' " he said. "Lazy people who find out what somebody's test score was the year before so they can say, 'Thank God, I don't have to be bothered with them, it's already proven that they're stupid.' "

Proctor suggested that a new standard of teaching be created with as much emphasis on trying to "turn a teacher on as we have on grading, tracking, testing, and sorting.

### *Inspire good teaching*

"We know all the kinds of things to do to reflect poorly on those who have not learned. We know everything to do except how to inspire good teaching. We know how to penalize students, how to hold them back, how to embarrass them. We don't know how to teach human physiology so that students would be afraid of drugs going through the nervous system. We don't know how to teach the whole evolutionary spiral so that they can understand where races came from and what happens to those people born nearest the equator and why people who live near the North Pole have lighter hair and lighter eyes. We've done such a poor job in teaching all of these things that prejudice just thrives among us.

"There's one word that has to be learned: vicariousness. You aren't really going to do much teaching unless you learn to put yourself in another person's place," he said. "Then we must clarify the claims of justice," he added. "They're cutting off funds now. They're acting as though they were doing too much for the disadvantaged and now it's time to stop.

"A little black boy hears somebody talking about cutting off funds because we can't afford title I and title IV and title this and title that; all the money's run out. Then he opens up the newspaper and reads that Barbara Walters has been given $1 million a year to talk about what other people do. Johnny Carson is making $3 million a year for what he does on the *Tonight* Show. It says nothing of Joe Namath's $450,000, Walt Frasier's $450,000. God in Heaven only knows what Tom Seaver's getting, and Catfish Hunter.

"Our society says we don't have any more money for teaching reading to those who are delinquent, we gotta cut out hot lunches for poor kids, we don't have money for special remedial work, we've got to cut out counselors because the money's short? Then the kids sit down and read this in the newspaper and they say to themselves, 'the whole thing's screwed up, it ain't worth being decent, joining up with a corrupt set of institutions like this.' Then they go out and beat somebody in the head. Then they go out and try cocaine and heroin because they have come to the point of futility. Our value system has gotten through to them and they say the whole thing isn't worth it. . . .

### *We have a chance*

"Now young America is standing on the threshold of her third century, rich, abounding in good things and free as no other people have been free. With her future yet unwritten. We have a chance. I belive we have a chance," Porter said. "Right where we are in high schools and principals offices we have a chance. In a county school board office we have a chance. In a college seminar on teacher education I have a chance. Each one of us has a chance on any given day to commit that one existential act that would bind us to a brighter future for our young people and to a brighter future for our Nation. One more American, you or I. One more American could commit him or herself to a society of justice and to true humanity." ■

*—Helen K. Masterson*

# The special needs of exceptional children

"All children have a right to a free public education appropriate to their needs." And, further, exceptional children should be educated in the least restrictive environment—"as close to the flow of our society as possible."

By supporting these concepts, participants in the workshop on exceptional children placed themselves squarely behind recent court decisions and State and Federal legislation.

But for most principals and teachers, there remains the concept of a school that provides "general" education for the "average" child. To become alert to the special needs of exceptional children, and involved with parents in developing plans to meet those needs, was the focus of the workshop. A major concern was how to find the necessary resources to provide the programs and individual attention required by exceptional children, along with the special equipment and facilities that are needed.

The identification and placement of exceptional children was one of the major issues discussed at the workshop. The labeling of children as exceptional, while essential to obtaining resources to meet their needs, was viewed as potentially harmful. Erroneous labeling was viewed as a serious danger. The group recommended that: (1) all staff members receive training in the identification of exceptional children; (2) that guidelines be developed, particularly for the term "learning disabled"; (3) that multidisciplinary, nondiscriminatory tests be developed; (4) that parents be involved in determining the proper placement for exceptional children; and (5) that placements be periodically and critically reviewed by parents, teachers, and administrators.

### *Program variety*

Clearly, the accurate identification of special needs on the part of the exceptional child will lead to an attendant need for the public schools to provide a variety of programs that have not normally been offered in the past. Workshop participants felt that Federal funding was needed to test and evaluate new programs to meet special needs, to disseminate information on successful programs, and to provide technical assistance to help schools implement them. Workshops and seminars to further the sharing of knowledge and ideas were also recommended, as were the identification and use of community resources to provide programs for exceptional children.

It was generally agreed that small, isolated schools would have an uphill battle to provide the specialized programs that exceptional children might need. Regional planning was suggested to help provide these schools with an array of program options. Also recommended was the extension of university programs, staffs, and facilities to help meet the needs of these schools.

Programs, regardless of the nature of the child's exceptionality, should be geared to meet the total needs of the child, workshop participants agreed. And they must be practical if exceptional children are to meet the challenge of the future competently and successfully. As Randy, a teenage participant with multiple handicaps said, "We have been sheltered because of our handicaps and know nothing of the outside world—but sooner or later all of us have to face it." If "mainstreaming," the absorption of exceptional children into the regular classroom, is to be successful, then school programs must help exceptional children adapt to the real world.

### *Role of teachers*

The training and use of teachers was viewed as a critical area of concern. The use of differentiated staffing—to meet the need for diversified programing; the establishment of reasonable and realistic teacher/student ratios; and the need for large-scale preservice and inservice training programs were all cited as essential to the success of schools in meeting the needs of exceptional children.

The group recommended that a coordinator be appointed to be re-

sponsible for instituting inservice training programs. This person would locate resources (primarily Federal and State funds) for such programs and would contact universities to develop and provide the needed programs. Advocacy and lobbying for legislative support were seen as integral to the effort. Also recommended: establishing a professional library containing information, program materials, and other resources for meeting the needs of the exceptional child.

As with testing and placement, program development was seen as an area in which parent involvement is crucial. Some participants suggested that when parents were unable or unwilling to work with the school in developing a program for an exceptional child, that a surrogate parent be appointed.

Participants agreed that due process provisions should also be clarified and posted in school buildings. It was felt that a strong effort should be made to inform parents of exceptional children of their rights as parents and to encourage them to act on those rights. It was recommended that schools locate and train impartial individuals to conduct hearings so that when parents requested a hearing, it could be held promptly and in a supportive and encouraging atmosphere.

Perhaps the most persistently voiced concern of workshop participants, whether the topic was placement, staff training, program developing, or parental involvement, was that funding levels would not be sufficient to meet adequately the needs of exceptional children in public schools. Many participants were concerned that these children might suffer, and would indeed suffer, if the schools were unable to prepare themselves to identify their needs and provide appropriate programs.

Participants suggested that localities provide the same level of funding for exceptional children as for others (the average per-pupil local expenditure) and that State and Federal governments provide for the excess costs of their education. In addition, costs resulting from the remodeling of physical facilities, inservice and preservice training programs, and program and curriculum development were also recognized as necessary by the participants, to be shared by Federal, State, local, and private resources. The group recommended that schools act as advocates for the exceptional child by informing legislators and the public of their needs and the costs of meeting those needs.

In dealing with the concept of mainstreaming, the complexity of the challenge was clearly stated and its value reaffirmed by workshop participants. Speaking as representatives of the schools, upon whom the burden of mainstreaming will ultimately fall, they searched for practical action plans that could be implemented by the schools while, at the same time, they recognized their dependence on public support and parental involvement. ■

*—Carol Andersen*

## The Exceptional Child

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|---|---|
| Chairperson: | *William Logan, Jr., regional commissioner, USOE regional office, Boston.* |
| Coordinators: | *Russell L. Abel, executive secretary, Indiana Association of Junior and Senior High School Principals, Indianapolis; William Halloran, state planning officer, Bureau of Education for the Handicapped, USOE, Washington, D.C.* |
| Facilitator: | *Toni Linder, program director, Adams County Center for Retarded Children, Denver, Colo.* |
| Discussion Guide: | *USOE regional office, Boston.* |

# Job training and placement:

# courting labor and industry

Establishing a working relationship with local unions may be the most difficult problem to be faced by school administrators who want to start a job training and placement program. This was the conclusion of job and career minded administrators who also recognized a need for closer liaison between education and unions at the national level.

Workshop participants agreed that schools have difficulty obtaining the participation of labor and industry in job training programs because of minimum wage and age laws, workmen's compensation, union regulations, and high unemployment. Some educators at the workshop testified, however, that their long and patient courting of labor and industry at the local level had paid off, resulting in much support and numerous placements for youngsters in job training sites. A Michigan principal suggested another route for offering students experience in the world of work. Specifically, he asked his peers to consider "public works programs" for students in jobs that are not getting done in their communities and work assignments in homes for senior citizens.

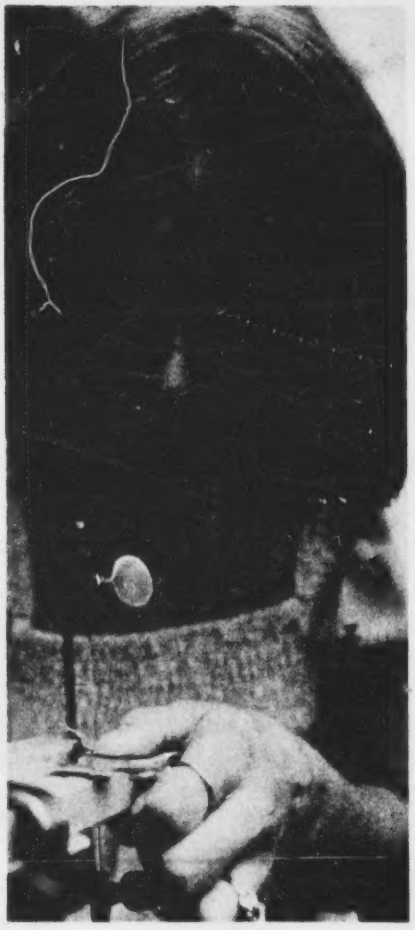
Participants called for national and local associations dealing with vocational education and job placement to develop or continue close cooperative ties between unions and secondary institutions. They suggested also that unions at the national level should be apprised of local education agency concern for cooperation. At the local level, participants suggested, educators must actively pursue a policy of making the community aware of the need for involvement and input.

### *Unemployment impact*

Several representatives of industry participating in the workshop said they too are looking for ways to bring education and labor closer together. One example: Joseph Nedrow, a General Motors executive, has been "loaned" to the U.S. Department of Labor in its liaison work with the Departments of Commerce and Health, Education, and Welfare. Nedrow confirmed the participants' views that organized labor is not supportive of work experience programs for young persons. This is due, he said, to high unemployment rates.

Testimony from employers in five hearings around the country confirm that they are supportive of work experience, Nedrow said. One employer said he supports work experience because it results in better employees. George Kiesel, principal of Parkside High School, Jackson, Mich., said students also support the concept of work experience as part of their education. His conclusion was based on a survey of high school seniors designed to determine their attitudes about schoo The seniors who had been involved in work experience programs were much more supportive of school than those who had not participated in such programs, Kiesel said.

Participants agreed that work experience should be available to each student, either as a means of attaining immediate or eventual career goals or as an experience in itself that can enhance a student's respect for work. "Work experience is a very important answer to the problem of alienation among youth," said Dan Taylor, West



Virginia State superintendent.

Work and education should be brought together at an early age to open the door for youth, not to close it, Taylor added. He also believes that college-bound youth need work experience in a field completely foreign to their intended life's work so they have an understanding of how others, including sanitary sewer workers and coal miners, make a living.

Although not all conferees agreed, some administrators said training for specific jobs is futile, whereas training for a cluster of jobs enables youth to get a job much easier. There was no disagreement that minimum job entry skills should include basic reading and math skills. One superintendent said he had been told by an employer that the best job skill a school could provide any student

## "No program will succeed without the backing of the principal."

was the ability to read well. Jean Purvis, a member of the Pennsylvania State Advisory Council for Vocational Education, said unequivocally that the three R's must be considered a given in any discussions on what constitutes minimum job skills. Other basic job skills, she added, include a proper attitude toward work, good work habits, and some cluster training or experience.

Many-sided involvement is a key factor in initiating and running programs that impart career information and training to youth, participants agreed. The school must actively seek involvement and input from the community in programs that seek to prepare youth for work. "They don't just happen," said one vocational educator. Conferees suggested the formation of a career advisory council linked to the school through a representative appointed by the principal. Such a council should include representatives of labor and industry, civic and social clubs, churches, and governmental agencies, as well as parents and other interested citizens, school staff, and students. At Skyline Center in Dallas, one participant noted, 300 persons serve on an advisory council, often working with students on a one-to-one basis.

Although conferees differentiated between career education and vocational education programs, they agreed that neither type of program can succeed without deliberate and careful involvement of appropriate persons. They warned, for example, that no program will succeed without the backing of the building principal.

While recognizing that the role of counselors differs locally, participants recommened that counselors be exposed to work experience through internships, programs in vocational schools, or in other appropriate ways. Counselors may work as facilitators, steering students to proper resources, or they may work with paraprofessionals to enhance student opportunities, conferees suggested.

Paul L. Speight, consultant on special career and manpower projects for the Wisconsin Department of Education, said guidance and counseling changed in his State in response to unmet student needs. "The best thing that happened in Wisconsin for the past 25 years to change the field of guidance and counseling was to survey students to find out what they got out of their high school experiences," he said. Only one-third of the seniors said they had received any help from guidance and counseling people in their schools, and only five percent knew about job

## Job Training & Job Placement

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|---|---|
| Chairperson: | *Thomas C. Todd, superintendent of public instruction, State Department of Education, Pierre, S.D.* |
| Coordinators: | *George Kiesel, director, National Association of Secondary School Principals, and principal, Parkside High School, Jackson, Mich.; Albert Crambert, assistant regional commissioner, USOE regional office, Philadelphia.* |
| Facilitator: | *Jean Purvis, chairperson, Pennsylvania State Advisory Council for Vocational Education.* |
| Discussion Guide: | *USOE regional office, Philadelphia.* |

## Every student should learn how to get a job.

placement services.

Every teacher, participants said, should be exposed to the concept of career education and career awareness. "Getting teachers out into industry and industrial personnel into the classroom would be an excellent way to bridge the gap and help end the isolation of schools from the realities of the world of work."

### *A proposal*

One suggestion for supporting career education programs received the backing of conferees: "An amount of money could be collected from employers who benefit from being able to choose job candidates from among a number of trainees placed in their businesses by the school. The money would be used to establish a career education fund. Students would not be paid for their work. This would solve the minimum wage and age law problem and at the same time create a fund to pay for accident insurance. Surplus money could be used for other career education activities such as field trips, inschool training facilities, and awareness programs."

How to provide diverse job training and experiences to youth in rural areas presents difficult, though not insurmountable, problems for schools, participants agreed. Among the special strategies they suggested: mobile units to bring the experiences to the students, mobile counselors, bring resource people into the classrooms, field trips, taking advantage of services offered by education and industry groups.

Participants took the following positions on other issues that were raised in the workshop:

- Aptitude testing can be helpful to students in uncovering strengths and possible areas of interest, but mandatory testing can be abused too easily. Interpretation of tests can be used to close doors to students instead of to open them.
- Job placement should be the school's responsibility in the sense that it should coordinate what it does with the employment bureau, industry, and other community agencies.
- Learning how to get a job should be part of every student's education.
- Training and work experience should be relevant to current and future needs, and every effort should be made to make it attractive and success-oriented for students.
- The dignity of work should be emphasized.
- Financial help will probably be needed from local, State, and Federal sources. In addition, industry, business, labor, and community agencies and foundations may help finance outreach programs. "The problem of control may arise and would need to be dealt with by education agencies."
- Vocational education was defined as the major delivery system for some parts of the overall concept of career education.

### *Cooperation needed*

Summing up their views, conferees accepted the hypothesis that: "Cooperation is needed between educators, business, governmental agencies on all levels, labor leaders, parents, and students in coordinating a program of career education, job training, and job placement. Such cooperation can significantly improve the student's attitudes toward work while in school; it can enhance the quality of the student's decisionmaking regarding future life work; it can enhance the graduate's self-potential and job satisfaction when employed; it can enhance the employer's satisfaction with students who enter the labor market upon graduation; and it can enhance the community's satisfaction with youth's transition to adulthood." ■

*—Shirley Boes Neill*

"The dignity of work should be emphasized."

# Articulation:

# an unsolved problem revisited

Articulation between the Nation's high schools and the postsecondary world proved to be a classic unsolved education problem revisited.

Alternative high school programs, graduation by competency, early high school graduation and early college enrollment, combined with an economic climate making work-study a must for many students, has brought articulation back to the forefront of education problems. But just as the need for greater institutional cooperation increases, schools and colleges find themselves facing severe budget limitations and uncertain future enrollments.

Workshop participants dealing with articulation unanimously agreed that these issues and problems sufficiently point up the need for renewed articulation efforts. The parameters of postsecondary education used in the discussion were broadened to include both collegiate and non-collegiate technical, vocational, and career education.

Recommendations for change ranged from ideas directed at individual students to whole new mixes of institutional cooperation. Some recommendations for institutions included:

- Work towards destratification of education to focus on lifelong learning.
- Identification of institutional education goals ("institutional" to include "community".)
- Evaluate programs to determine how the education continuum affects students academically, vocationally, and personally.
- Establish local, State, and national teams to identify problems, develop plans for all respective levels, and implement programs that promote learning continuity. (Teams to include education administrators, business leaders, parents, and students.)
- Joint inservice teacher training exchange programs for secondary school and college teachers to focus on student welfare rather than academic programs developed in isolation.
- Use community and business resources to help plan programs to develop functional, responsible citizens. Suggestions for doing this included: (1) identification of specific competencies and criterion levels necessary for mastery by students; (2) increase opportunity for school and college personnel to participate in joint conferences, i.e., school-college advanced placement subject area committees; (3) increase use of joint school-college teaching assignments and counseling programs for both career and academic interaction; and (4) increase sharing of facilities and services between community, businesses, and schools.
- Incentives to schools and colleges by State or Federal agencies to promote articulation between different levels and different institutions that will result in accepting education as a lifelong process.
- Recognize and establish more flexibility for students to "stop in" and "stop out."
- Greater availability of credits earned by life experiences.

The group felt that these ideas

## Articulation with Postsecondary

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|---|---|
| Chairperson: | *Mary Jane Calais, regional commissioner, USOE regional office, Chicago.* |
| Coordinators: | *LeRoy C. Amen, president-elect, National Association of Secondary School Principals, and principal, Lindbergh High School, St. Louis, Mo.; Lewis R. Crum, assistant regional commissioner, USOE regional office, Denver.* |
| Facilitator: | *Ronald B. Britton, director of program development, Indiana University / Purdue University at Indianapolis.* |
| Discussion Guide: | *USOE regional office, Chicago.* |

could best be implemented by many organizations working closely together. In addition to the National Association of Secondary School Principals and the U.S. Office of Education, accrediting associations, State departments of education, and regional mixes of local school districts were mentioned. Some participants felt these groups should make a renewed effort to study "grass root" concerns about articulation.

Recommendations for students included:

- The student is the key to articulation; student articulation, not institutional articulation, is needed.
- Students should be expected to find out something for themselves—this can be articulation too.
- Guidance must take on a new meaning—students must be told the truth about jobs and their chances for success in college.
- Institutions should recognize that students enter the postsecondary world when a host of personal variables are "in place," most of which are not related to skill attainment.
- Lifelong learning may be better understood by students than by high schools and postsecondary institutions—both of which are too bound to the status quo and the protection of stratified levels.
- Guidance counselors should be willing to work with a flexible, fluid smorgasbord of personal and institutional variables leading to continued personal growth, not just to a job.

The new need and the new awareness for better articulation between institutions means that every institution should put someone in charge of articulation. The most obvious goal should be improved cooperation between agencies while continuing to serve the individual student. Lifelong learning must become an operational reality for the student moving between the worlds of the high school and postsecondary education. ■

*—Chris Pipho*

# Preparation for world citizenship

"Multicultural education is not just an American problem," said workshop chairman Edward Baca. "It is a world problem. It is not just a question of dealing with minorities in the U.S., it is a question of world mobility, of training youngsters to be citizens of the world—to be able to move in and out of other cultures. We are all minorities in the world."

Recognizing the United States as a Nation of cultural pluralism—a "tossed salad" rather than a melting pot—the 50 workshop participants affirmed the need for educational programs that acknowledge and accept each of the many subcultures present in the U.S.

Educators must not only train students skilled in science and math, participants agreed, but students skilled in human relations, students who will understand and accept those different from themselves. The language and cultural barriers that stand in the way of acceptance must be broken down through formal educational programs.

Such multicultural education programs, according to participants, should provide:

- Recognition, understanding, appreciation, and respect for cultural diversity;
- Development of skills basic to functioning in a culturally pluralistic society;
- Recognition of the fact that differences among people are just that—differences which must not be judged as either better or worse.

Workshop facilitator, Blandina Cardenas of the Intercultural Development Research Association, San Antonio, Tex., cited to the 1974 U.S. Supreme Court decision in *Lau v. Nichols* as providing a major impetus to the development of multicultural education programs across the country. The *Lau* decision stipulated that "where inability to speak and understand the English language excludes national-origin-minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students."

### *A distinction*

Workshop participants drew a distinction between multilingual and multicultural education, however. They cautioned that while a multilingual approach *may* be the most effective way of implementing a given program, it was not necessarily an obligatory component of any school curriculum.

Conferees also warned against confusing ethnic studies with multicultural education. "Cultural pluralism starts first with knowing who we are," said one. And in that respect, isolated ethnic studies, such as "black history" courses or "Mexican-American week," have their place in school curriculums. However, workshop participants emphasized that, while ethnic studies were a step in the right direction, they were only a step.

"Multicultural education is not just for the minority—but for the

## "Multicultural education has to become part of all education."

majority as well," conferees agreed. And it is "essential for ethnic studies to be integrated throughout the curriculum"—in history, science, math, literature, and not just ethnic studies courses—if schools are to establish a true picture of the roles played by ethnic groups in the United States.

Participants also examined the problems created by biased and stereotyped educational materials. No only do most texts ignore the role of minorities in the American heritage and lifestyle, they reported, but those that include such information often do a greater disservice by stereotyping and misrepresenting the minority groups depicted.

The conferees then turned their attention to the problems of implementing multicultural education programs in local school districts.

*Who needs it?*

They had no difficulty in answering the first question raised: "Who needs multicultural education?" Everyone needs it, they agreed. Not only students, but all others associated with the schools—administrators, teachers, board members, parents, community leaders—must become educated to the significance of a culturally pluralistic society. Participants emphasized the need to train textbook manufacturers. "We need to get to the people who write the books," said one. "Multicultural education has to become a part of all facets of education, and be written into all materials. It should not be taught in isolation."

Conferees also emphasized the importance of models in the school system. It is not enough, they said, to teach about equality and cultural pluralism if none of the adults in the school system belongs to a minority. "We need to have black, Chicano, and Native American teachers and administrators to serve as models for the youngsters."

Silvia Gil and Sam Lester, of the Center for Management of Innovation in Multicultural Education, San Antonio, outline some of the problems involved in implementing an extensive multicultural education program. They pointed out that many teachers are "polarized" or "turned off" because multicultural programs are never pursued past an initial awareness stage. They presented a model implementation program that overcomes the difficulty. The Esperanza model not only establishes a program for developing awarness of the cultural diversity within a school community, but provides for staff training, community involvement, and the planning, implementation, and review of a specific educational program.

Agreeing that multicultural education would need support and action from various levels, participants drafted recommendations for Federal, State, and local agencies, individual educators, and national education organizations:

**The federal government should:** commit money for materials, curriculum, and staff training for multicultural education; and such support should be independent of the "Federal bribe." "It is not enough," participants said, "to use Federal funds to initiate a program, and then let it die."

**State agencies and governments should:** require certification criteria that emphasize multicultural education implications; commit themselves—fiscally as well as ideologically—to the total support of multicultural programs, staff training, materials, and curriculum; and encompass in *all* educational materials information related to people of all the cultures living in their States, and establish textbook criteria accordingly.

**Local school districts should:** commit themselves, their personnel, and their resources to multicultural education as a top education priority; include representatives of all people in their area as a part of the political process that allocates educational resources; bring into the multicultural process the community's fixed goals, as well as input from consultants; and include the entire community in multicultural program development through an effective communications program.

**Individual educators should:** make a personal commitment to become involved in multicultural activities beyond the school day; and develop a personal understanding of and rationale for the concept of multicultural education.

**NASSP and other education associations should:** establish task forces to develop criteria for multicultural textbooks in an effort to "sensitize" publishers to those elements in our history; and assist in the development of effective model programs and teachers that can be used by State agencies and local school systems. ■

*—Sheilah N. Thomas*

## Multicultural Education

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|---|---|
| Chairperson: | *Edward Baca, regional commissioner, USOE regional office, Dallas.* |
| Coordinators: | *Horton C. Reed, president, Jacksonville Episcopal High School, Jacksonville, Fla.; Arlene Vigil Sutton, College of Education, Metropolitan State College, Denver.* |
| Facilitator: | *Blandina Cardenas, Intercultural Development Research Association, San Antonio, Tex.* |
| Discussion Guide: | *USOE regional office, Dallas.* |

## VIII—Change and reform

# *Planning for change*

"To grow, we must change."

How?

Change occurs in one of three ways: by evolution, revolution, or systematic development. Needless to say, education administrators prefer that changes in their schools occur via the latter method. Thus, the development of skills and techniques to effect change is an essential part of any planning model.

On the assumption that the Denver conference as a whole would produce recommendations for changes in secondary education, and because feedback from many earlier regional workshops indicated a need for practical ideas on how best to make change occur, a workshop on the change process was offered to help participants develop skills, techniques, and strategies to ensure that change is both orderly and effective. The workshop differed from others in that instead of discussing a specific issue, participants attempted to apply tested change techniques to specific problems in their own local districts.

The change model used was developed by the workshop facilitators, Charles Schwann and Terry Pexa of the South Dakota Department of Education. Participants used as the basis for their individual work and small group discussions some change that they desired to initiate at home. Random examples of these included: (1) how to deal with declining enrollments, (2) how to sell the community on year-round schools, and (3) building a formal administrative team.

A little informal game-playing relaxed participants and gave them a chance to get acquainted. In teams of two they were instructed to study each other carefully, then to turn their backs and change five things about their physical appearances. After trying to identify those changes, the process was repeated, this time by changing 10 things.

The discussion that followed led to a better understanding of why people resist change. Comments from participants about how they felt during this activity included: "I felt embarrassed, stupid." "Why did we do it? Nobody explained the goals." "I was anxious, afraid I'd fail." "There wasn't enough time." Some refused to play the game—why? They got involved in other priorities ("We got to talking about a common problem."), they considered the whole process "Mickey Mouse," or they said they'd "done it all before."

### *Why people resist*

Following this activity a film, *Coping with Change,* set forth 13 reasons why people resist change:

- The way in which change is initiated.
- Objectives that are not clear.
- Lack of feeling of involvement in planning for change.
- An attitude that the change will not solve the problem.
- Poor communication.
- Inadequate personal rewards for the individuals involved.
- Fear of failure.
- Abrasive personality of the change agent.
- Fear of manipulation.

## "School administrators need help in carrying out change effectively."

- Too much change, too fast.
- Fear of the unknown.
- Satisfaction with the status quo.
- Lack of involvement by management.

Discussion about why people resist change produced practical strategies to break down resistance, the different ways in which change occurs, model-based change vs. "seat of the pants" change, approaches to organizational change, participative change, and coercive change and the advantages and disadvantages of each, the role that power (personal power vs. position power, i.e., recognized leadership capabilities vs. position in the organization) plays in developing change strategies, and the criteria or variables to consider when deciding what change approaches to use.

Advantages of participative change include commitment and involvement of staff, and the quality of the change product. However, the facilitators warned, participative change takes a long time, and may, indeed, never happen at all. On the other hand, coercive change is rapid, but it may very well create hostility among staff, and is almost impossible to carry out unless the change agent hoids position power.

When deciding whether to use a participative or coercive approach to desired change, an administrator should consider the following variables:

- Goals—are they set, or are there alternatives?
- The power base.
- The expectations of the board, superintendent, and community.
- The time span in which the change must occur.
- The skills, abilities, and maturity of the staff.
- Approaches or techniques that have succeeded in the past.
- The financial and material resources available.

The model used by the facilitators was designed for a full 2-day presentation, and was necessarily condensed for the 4-hour workshop. The final portions of the workshop dealt briefly with the phases of change—unfreezing (motivating for change), implementing change, and refreezing (integrating change into patterned behavior or systems), with change techniques, and with the impact of change on the total system. A number of handout materials gave participants more detailed information on all phases of the workshop.

One handout suggests a series of steps to take to help ensure effective change. First, one must identify and clarify the situation. What is the situation now—the real? What is the *desired* situation—the ideal? Second, one must identify the forces that push toward improvement (driving forces) and the forces that resist improvement (restraining forces). Next, the change agent should develop possible action steps to reduce the restraining forces and increase the driving forces; list the materials, people, and other resources available for carrying out the action. Finally, develop a comprehensive plan of action, eliminating those items that do not seem to fit into the overall plan, and adding any new steps and resources that will round it out.

The purpose of the workshop was to familiarize conference participants with *a* model that can be used to bring about change. Workshop leaders stressed, and participants agreed, that school administrators need help in carrying out change effectively, and that they would benefit from having readily available and reliable change models to adopt or adapt for use in their local districts.

The participants urged that conference recommendations include a statement emphasizing the importance of the "how-to's" of effecting change and the need for skill development in this area. ■

*—Nan Patton*

## The Change Process

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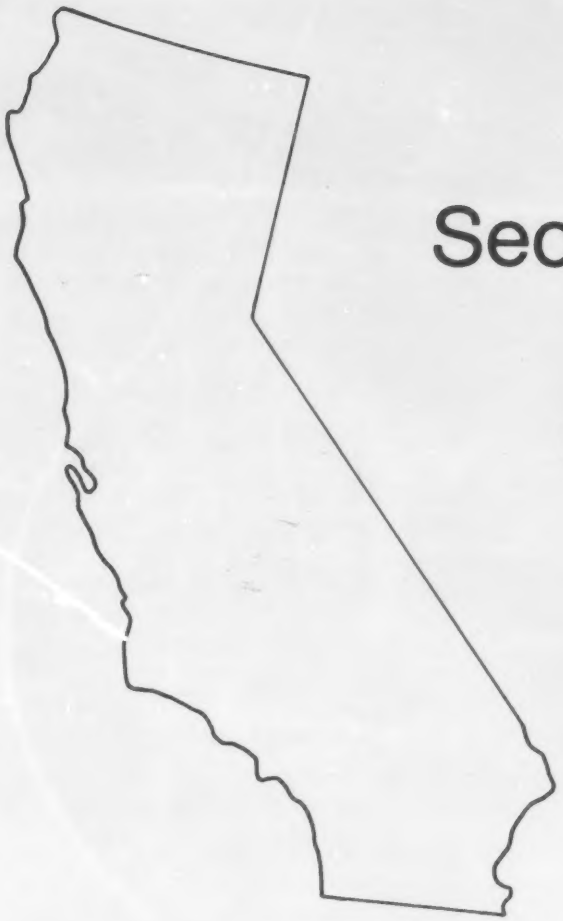
| Chairperson | *Thomas E. Moorefield, assistant to the regional commissioner, USOE regional office, Denver.* |
| Coordinators | *Wanda Taylor, assistant principal, Kepner Junior High School, Denver Public Schools, Denver, Colo.; Bill J. Saling, assistant conference coordinator, USOE regional office, Denver.* |
| Facilitators | *Charles Schwann, consultant, and Terry Pexa, assistant superintendent of public instruction, State Department of Education, Pierre, S.D.* |
| Discussion Guide | *Charles Schwann.* |



# Secondary school reform in California

"What kind of educational reform makes a difference, and why?" The question was asked by Leland B. Newcomer as he began his address to some 900 educators at the Denver conference. He explained that he would state his conclusions on educational reform first, and follow them with remarks based on the work of the California Commission on the Reform of Intermediate and Secondary Education (RISE), which he headed.

"Reform," said Newcomer, "only takes place when there is dissatisfaction—dissatisfaction over what is and what ought to be." Facilitation of reform occurs when such dissatisfaction is at the political level. For example, he added, the dissatisfaction with education in the 1960's came from students, who, in conflict with faculty, "generated the energy to produce a revolution and consequent reform." Noting that the reform of the 1960's was a distinctly political process, Newcomer said, "The most important factor in education is *politics*—that's the way we get things done."

### *Dramatic changes*

The RISE Commission, which had recently released a comprehensive report containing recommendations for significant changes in intermediate and secondary education in California, had a very political, "slice of the people" makeup, according to Newcomer. The dramatic changes called for in the Commission's final report generated alarm and resentment from a variety of special interest groups, perhaps because the recommendations were perceived as threats to existing structures and groups.

These recommendations were, in fact, based on some important primary assumptions, said Newcomer, the first of which was that "the student is the client," and his or her interests must come first. Other RISE assumptions were that an educated person must know "how to learn," because new knowledge is being constantly created by change; that he or she should have adequate work skills, and have developed a concern and understanding of the environment, all people and cultures, the American system of government, the economic system, human biology, and aesthetics. "Basic to all of the factors defining an educated person," explained Newcomer, "is the ability to read well, speak and write clearly, and to deal with logical

## "All education does not take place in the school."

concepts and elementary mathematical skills."

"From these beginning assumptions," Newcomer went on, "came the charges in the RISE report. We must quit paying schools on the basis of seat hours and place education's emphasis on the development of the end product—an educated person." Educators should remember that in fact and in practice, all education does not take place in the school, nor does everything that must be learned have to be taught. "Real education should expose kids to the realities of the world," he stated.

### *Babysitter service*

"We are the only country in the world where teenagers are regarded as unnecessary, and where secondary education has been used as a low-cost babysitter." We need to get students out of the schools and into the community, because compulsory education and compulsory schooling are not the same thing, Newcomer said. "The faster we recognize this, the faster we will provide learning programs for those kids who should not be in school as it is defined today." Currently, deplored Newcomer, society tends to attack all manner of crises situations by putting something new into the curriculum—sex education, driver education, drug education—to handle them.

This simply points up the fact that society is failing to realize that "schooling" is not a panacea for the ills of the world, he said.

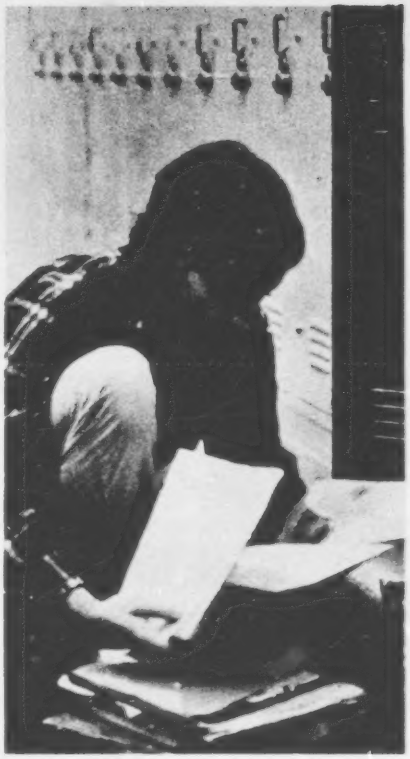
The "upbringing of youth" is a total community responsibility, in which the school should be the "brokerage house" that directs the student to the best sources of learning available, whether or not these are in the school building or out in the community. A first step in this "brokerage house" approach to learning, suggested Newcomer, should be an assessment of what the student already knows. In this way, the kind of education that is needed will be determined by students themselves—what they lack will be what is needed. "Only the kids can reveal the disparity between what is and what ought to be," he said.

Although the RISE Commission is looking for money to implement its recommended reforms (80 percent of which are being practiced at least 10 percent of the time in California schools), Newcomer is not at all sure that money is the total key to the suggested reforms. "If we are going to bring about successful reform, he said, "we must first bring about changes in people." Such changes begin at the local level, he claimed, and the RISE Commission would direct any funds it may secure to that level—giving specific amounts to individual schools and feeder schools to make their own reform plans and to identify local education priorities.

### *Minicommissions*

One way to accomplish initial planning would be for schools to set up mini-RISE commissions of their own, Newcomer said. Using an assessment procedure, these commissions could, for each school, determine what is being done in the education of youth, what could be done, and what should be done. In this manner, viable top priorities for each school could be selected.

The mini-RISE commissions advocated by Newcomer should beware of turning to education experts for easy answers to their problems. "Educational expertise,

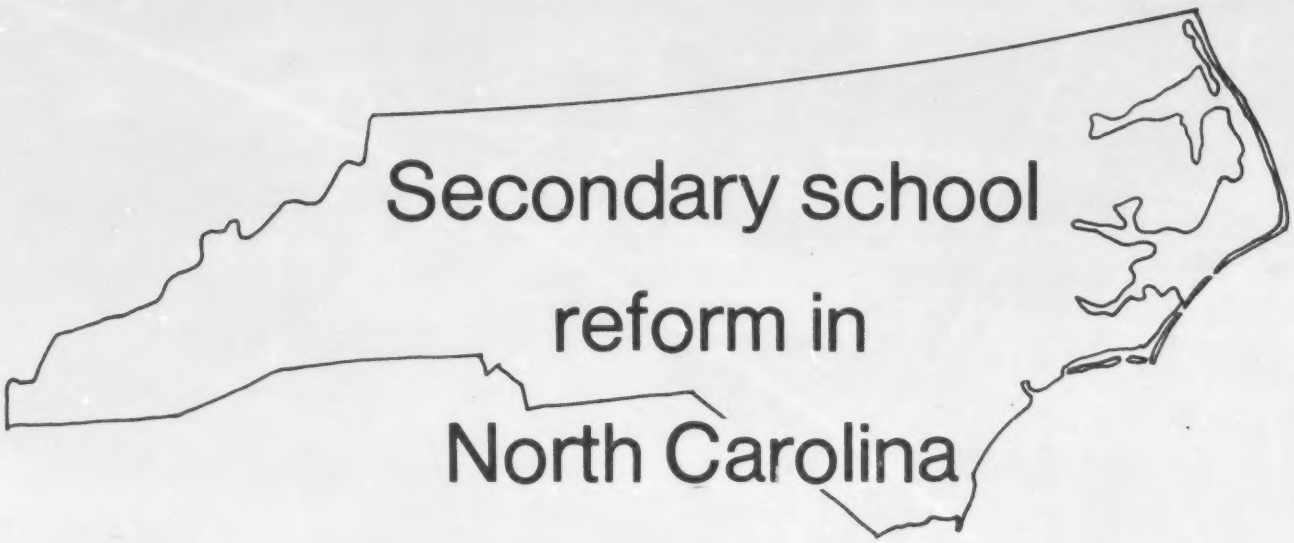


while often valuable, ought to be handled carefully," he said. "Authoritative answers are not necessarily the best ones." Both students and teachers, not as experts but as involved participants, must be part of the process of working out solutions to educational problems. "Expertise," said Newcomer, "may or may not be necessary to the process. The most important thing is the way in which human resources are organized in order to accomplish objectives."

What is the most important objective for education? "It is the development of a good self-image," Newcomer said. Other objectives will fall into place if a good self-image is present. He felt strongly that schools and communities must organize so that "each kid has one adult with whom he can let it all hang out—a confidant, if you will, who will help the kid to appreciate himself."

Our secondary schools should provide "less teaching and more learning," he said. ■

*—Doris Ross*



# Secondary school reform in North Carolina

Making high schools responsive to the needs of today's young people may be the greatest challenge facing public education in America, North Carolina's State superintendent of public instruction, A. Craig Phillips, told conference participants in a general session.

He pointed out that the holding power of secondary schools has increased greatly in recent years. In 1930, for example, the proportion of 14–17 year olds in school was only about 52 percent. That percentage increased to 76 in 1950 and 93 in 1970, he said. The high school dropout rate has also declined from 50 percent in 1950 to 25 percent in the 1970's.

These statistics reflect dramatic changes in our secondary schools, said Phillips, changes that bring us closer every year to the ideal of universal education. We as educators find ourselves in a dilemma, he said. Our curricula, our technologies, our expertise and, most significant of all, our perceptions are still geared to an early 20th century style of schooling and education for that 50–70 percent who attended high school in the 1930's and 1950's, not the 90–95 percent who are attending school today and living in a vastly different socio-economic environment.

Phillips reviewed two recent changes that, he said, have had a significant effect on secondary schools today: First, there has been a complete reorientation in schooling and education. Whereas the total process of education has historically been perceived of in terms of instruction and teachers, it is now being considered in terms of learning and pupils. A second change is that the boundaries of learning have been extended to include total communities. Schools now acknowledge and use the entire community as a classroom. There is more emphasis on empirical learning, action learning, work-study, and internships.

## *Roadblocks to reform*

In the first half of the 1970's, Phillips pointed out, reform and revitalization of secondary education has made notable progress, but as we enter the second half of this decade, we face some roadblocks to reform. One of these is the "Return to Basics" movement presently sweeping the Nation.

There are those who would have us return to the "good ole days" when school administration and the processes of education were relatively simple and when educators were comfortable and complacent in their isolation, Phillips told conference participants. But society has changed, and so has the client student population of the secondary schools. Our only alternative is to make secondary education a viable and effective force in today's world for *all* of today's youth.

Another roadblock to reform in secondary education is the growing frequency with which groups and individuals, particularly State legislators, are calling for "minimum performance standards." These "arbitrary indicators of achievement" are probably the most misunderstood issue in secondary education reform, Phillips said. "I believe we must move cautiously in this area because the main obligation of the school is to provide the best possible opportunity for each student individually to achieve his or her highest level of competence, not to meet some arbitrary performance standard."

Phillips noted that North Carolina is not unique in its problems

"Change and reform will succeed or fail in direct correlation with public understanding."

with secondary education reform. With a population of more than five million people and a public school enrollment of approximately 1.2 million students, the State has moved fairly recently from a predominantly rural/agricultural economy to a reasonably balanced industrial economy. One of the major problems in educating North Carolina children, said Phillips, is the low socioeconomic status of many citizens.

North Carolina is unusual in that approximately 70 percent of the total support for public schools comes from the State, with 94 percent of that money being spent on salaries for school staff, Phillips said.

Programs of study in too many North Carolina schools continue to be heavily oriented toward college entrance for all, he admitted. The focus of instruction tends to be for students of average ability. As a result, large numbers of students finish high school with the benefits or limitations of a general academic curriculum—many without preparation for their next station in life, whether that be higher education or an occupation. Equally important, Phillips said, is their lack of preparation for their adult roles as homemakers, consumers, and citizens.

Recognizing the State's secondary education problems, Phillips formed a 30-member task force in 1974 to:

- Develop a rationale for future planning and program development in secondary education;
- Project the needs of older adolescents in contemporary society and relate these to secondary schools;
- Make specific recommendations in priority areas that might become program thrusts in the future; and
- Report findings in writing to the State superintendent.

Task force members read extensively; heard from a great many resource people—students, parents, professional educators, executives in business and industry, craftsmen, government and law enforcement officials; conducted surveys; and received special reports from interested individuals and organizations.

Students told task force members that schools were not sensitive to their needs and failed to involve them in meaningful ways. Teachers were concerned by their inability to reach students. Parents and laypersons were concerned about student attitudes toward work and the personal and technical competence to enter, continue in, and develop in an occupation. Adults generally were concerned about law and order, personal responsibility, and citizenship.

The final report to Phillips, delivered 7 months after the study began, included 65 recommendations for making secondary education more responsive to the needs of North Carolin's youth.

Some would require statutory or policy changes, such as the recommendation to change the compulsory attendance law temporarily to allow selected school systems to experiment with lowering the compulsory age to 14. Another recommendation, to offer night classes for students who have to work during the day, has resulted in extended programs throughout the State.

Changes are taking place slowly, said Phillips. Work experience credit, in school and in the community, is being used in more and more schools. Acceleration, learning labs, advanced placement, are becoming more common. Planning and publishing yearbooks, journals, and newspapers are becoming credit courses focused on learning by doing. Auto mechanics, human relations, and safety education are all merging into a comprehensive program designed to meet the needs of a variety of youth attending North Carolina schools.

Constructive change and reform designed to meet the needs and potential of all secondary school youth will succeed or fail in direct correlation with public understanding and response, Phillips said. If educators can convince a segment of the adult generation—their own peers—that they have not wandered off and left the "basics" behind, they can follow through with constructive change in high schools throughout the Nation, Phillips said. ■

*—Linda Gallehugh Irwin*

# Why not admit you need help?

"Isn't it about time that we educators start to say out loud that we are not perfect and that we need help?" This was the provocative question posed to a receptive general session audience by Carolyn Warner, State superintendent of public instruction in Arizona.

Admit to being human, Mrs. Warner implored. Then, with timing akin to that of the late Jack Benny, she peppered her talk with down-to-earth suggestions for principals and superintendents: "Why don't you let the community know you've got worms on your tomato plants. . . .Say a dirty word: say 'shucks'. . . .Let other parents know that your kids need braces on their teeth too; they'll sympathize. . . .Let them know you are human. They may not ever like you, but they'll like you better if you have a hole in your sock.

"The fact that administrators want to be right all the time amazes me," the 45-year-old mother of six continued. "If we are going to meet the challenges of the times, we are going to have to involve the community, including business, industry, labor, the PTA."

In her role as the highest ranking educator in the State since taking office in January 1975, Mrs. Warner has followed her own admonitions on involvement. She appointed a State superintendent's advisory council of 150 persons, made up of five 30-member groups

## *The Bicentennial and women's lib*

Carolyn Warner, Arizona's State superintendent of public instruction, linked the Bicentennial to women's lib with the following story:

Two years ago, Sue Benjamim, a 16-year-old high school student from Phoenix, responded to an assignment from her history teacher by writing a poem. It's about a 16-year-old girl, Sybil Ludington, who, 2 years after Paul Revere's well-known ride, galloped off into the night to warn farmers in the surrounding countryside that the British were coming.

Here's Sue Benjamin's tribute to Sybil Ludington:

### The Ride of Sybil Ludington

*I'm sure you have heard or soon will hear,*
*Of the midnight ride of Paul Revere.*
*I wonder if Henry Longfellow knew,*
*That a young girl made that famous ride too.*

*Her name, Sybil Ludington, is not easy to forget,*
*It must have slipped Henry's mind, I'll bet.*
*So I'm writing this just so you won't forget it.*
*And to see that Revere doesn't keep all the credit.*

*If we had left everything up to those men,*
*We may have never have heard of poor Sybil again.*
*So I'll tell you about her, if you insist,*
*And give you the story that Longfellow missed.*

*When news from her father warned of an attack,*
*She woke up the townsmen who went to fight back.*
*She rode through the streets in the dark of the night,*
*Shouting, "The British are coming! Fall out and fight."*

*She rode 40 miles in the dark and the cold,*
*Which is quite an accomplishment for a 16-year-old,*
*Dear Paul got the credit and he only rode ten,*
*But isn't that typical of chauvinist men.*

*So listen you poets, take heed and beware,*
*Give women their credit, after all, fair is fair.*

of teachers, board members, administrators, parents, and representatives of business and industry. "No one turned me down when I asked them to serve," she said.

The advisory group came up with a blueprint for education "that will make a difference in our State," the Arizonan said. "The experience also convinced me of one of the things Thomas Jefferson believed in, i.e., that ordinary citizens are very capable. People will give you their very best if they know it is not just an exercise." Another of Mrs. Warner's suggestions for State education agencies is that they set up speakers bureaus as a means of keeping in touch with people throughout the State.

Both educators and citizens should become involved in making laws, Mrs. Warner noted. "Are we going to become involved in developing legislation or are we only going to react to it?" Mrs. Warner has already opted for the former course of action by announcing her candidacy for U.S. Senator from Arizona.

Education is the Nation's greatest success story, the Arizona State superintendent continued. "Our educational system allows for exceptionality of human beings. We should keep this as a goal so we can still teach advanced algebra in the third grade to those who are capable and so that we can still offer remedial math in college for those who need it." But, she noted, "we have problems. We fall short of our goal of delivering education to each child because we are human. This is where the anguished conflict and fault-finding come in." Not one to end on a down beat, however, she added: "Compare this to a land where there is no clamor, but much oppression.

"Humankind is always in transition, and we never arrive," the effervescent speaker concluded. "We are inveterate reformers. Hopefully," she added, "we are getting better and better with each generation." ■

*—Shirley Boes Neill*

# Searching for "new dimensions"

Members of the reactor panel were selected to represent different regions and different groups—to bring to the conference their individual perspectives on today's and tomorrow's high schools. They were asked to summarize for their fellow participants the preceding 3 days: 20 workshops and 11 general sessions devoted to secondary school problems and issues.

"New Dimensions for Educating Youth" turned out to be an apt topic. It met the mood and needs of those who participated. A topic that had stressed "reform"—purging the existing system to establish something new and radically different—would have been neither productive nor desireable, according to the panelists. To suggest, however, that all challenges had been equally and successfully met, would be absurd. Panelists agreed that a search for "new dimensions" was appropriate.

Richard Bradley, executive director of the New England Association of Schools and Colleges, expressed satisfaction with American high schools. Our task, he said, is to get better and better, but "we have done our job ably and well—our schools are *not* on a collision course with a changing society."

Bradley said the conference had confirmed the need for greater educational diversity, for more individualized instruction, for example, more nontraditional courses, and alternative schools. The need for greater student and parent participation in school decisionmaking was, he said, a necessary consequence of expanding the options and alternatives available to stu-

dents—a corollary of increased educational diversity.

The conference also, Bradley's said, emphasized the continuing need for lifelong learning and for education for occupational competence. Rather than concentrating exclusively on the acquisition of basic skills, schools need also to encourage a willingness to work and a recognition that education and learning are not coterminus, Bradley said. He also mentioned that he had found that conferees were concerned with the need for more realistic curriculums in high schools—a curriculum that recognized the interdependence of nations, for example.

### *Moral values*

Sister Mary Prisca Pfeffer of the Academy of Our Lady of Mercy in Louisville, Ky., said she was invited as a representative of both Catholic education and the South. As a Catholic educator she said she was pleased to note the emphasis placed on the teaching of morals and moral values. Court decisions notwithstanding, said Sister Prisca, American education was founded on an understanding of the whole child and, according to a recent poll, parents continue to favor the teaching of morals.

Speaking as a Southerner, she felt that all of the workshop topics were relevant. "They offer," she said, "definitive input into the major topic: What is the purpose of secondary education?" She felt, however, that while conference planners were to be commended for including students in the program, graduates who had recently entered the job market—or the ranks of the unemployed—should also have been included. They might bring a different perspective to discussions on curriculum, course requirements, graduation requirements, the change process, and many other workshop topics. She suggested that 1979 would be a good target date for a thorough self-evaluation of our secondary schools.

**"If change is to be permanent, there has to be a change in attitude."**

Clarence Stone, principal of Highland Park High School in Highland Park, Mich., like Sister Prisca, wore two hats. As a black, he referred to the address of Samuel Proctor on the second day of the conference and reaffirmed the need to deal with "the spiral of futility" that is so frequently a deterrent to the full development of black children. "I know which way the wind is blowing, but I still have to follow my own course," Stone said in reminding conferees of the need to continue efforts to meet the needs of the Nation's black children.

As an urban principal, Stone was particularly concerned with school size, curriculum, and the change process. In Highland Park High School, he said, each department chairperson is a member of the collective bargaining unit. He, as principal, is expected to evaluate each of the school's 105 teachers every year. He suggested that in large schools, every department chairperson be made a member of a "principal's cabinet" to share responsibility for the overall functioning of the school.

Gregory Ott, student representative to the California State Board of Education and a student at Los Altos High School, disputed the notion that students are the primary clients of education. They often are not, he said. Teachers continue to teach whether they are able to relate to students or not, the counseling program is frequently overcrowded, the office staff is often disinterested in student problems, and outmoded rules remain in effect. "There are only so many times a kid can bang his head on the wall and still want to participate," Ott said.

What can be done? Students can be used as resources and paid a minimum wage to do responsible work in the school and community. Students can also be drawn into decisionmaking, Ott suggested. By involving students in defining student rights and responsibilities, the school would be assigning meaningful responsibility to them. Students, said Ott, need to be recognized as valuable and important persons in their own right.

### *Little recognition*

He emphasized that change is frequently talked about with very little recognition of how that change must ultimately take place—in individual schools across the entire Nation. Change, he said, occurs when people understand what is being talked about and what their role in it is. "We have a lot of reports on the need for change, and what kinds of change are needed, but no one pays any attention—and," he said, "I'm afraid that's what is going to happen here."

Ideas, said Ott, are no good if they are not accepted. "We need to have a lot of discussion in local schools and not bring in outside experts to tell people what to do. If change is to be permanent, to outlast the tenure of the person who initiated it, there has to be a change of attitude within the community."

Many panelists and conferees echoed Ott's thoughts that conference findings needed to be translated into school-community action by individual participants. One participant suggested that NASSP serve as a clearinghouse on the implementation of recommendations, playing a leadership role in encouraging local adoption of conference proposals. ■

*—Carol Andersen*

# Principals are the key to change

By John I. Goodlad

Our social institutions are in disarray: the family, the courts, our governmental agencies, the postal service, our schools. Evidence of this fact comes as regularly as the daily paper and is ingested with the morning cup of coffee. Institutions are the bones of our civilization. When they crumble, civilization itself crumbles.

Twenty-five years ago, when an older colleague said that our secondary schools were moving toward serious trouble and could well crumble and disappear before the end of the century, I thought he was being melodramatic. Now I realize he saw trends and read signs that I was not yet experienced enough or wise enough to perceive and read. There are those who believe that our schools should be abolished or simply left to wither away—and, indeed, the deschooling of society has been seriously proposed. I doubt that many people who attended the Denver conference think that way.

It is my belief—virtually my credo—that our schools should and must be reconstructed. This cannot be done by fiat or through some grandiose innovation, however ingenious. It must take place at the grass roots level, school by school, community by community, through satisfying hard work. In the process we may very well provide what is needed for the reconstruction of other institutions and society itself.

## *Sharper focus*

This does not mean that all the other agencies and offices in our educational system are to play no role or are to be dismantled. But it probably means some simplifying and a great deal of streamlining. And it most certainly means sharper focus and a more clearly supporting or helping role for the Federal Government, State agencies, boards of education, and superintendents of schools. To have a clearer sense of priorities with the welfare of the individual school front and center would be an innovation of some considerable magnitude and significance. The individual school is the largest organic unit for educational innovation.

Although these words are familiar—perhaps to the point of boredom—we have not internalized what they mean, let alone created the policies and launched the actions they imply. Strangely, although criticism of the schools is virtually a national pastime we have given very little attention to improving the school as a social system, as a dynamic entity of interacting parts. Instead we have focused attention on the parts. We have sought to improve the curriculum, the teaching of English and mathematics, the organization of the school, or something else—

*John I. Goodlad is dean of the Graduate School of Education at UCLA and director of research for the Institute for the Development of Educational Activities (IDEA). This article is adapted from his address at the Denver conference.*

usually separately and independently from one another as though all of these existed as discrete entities, divorced from the corpus of the school.

The first step in seeking to develop new, sound public policy and in taking subsequent action is to arrive at a reasonably good diagnosis of the problem. An obvious element in the disarray of the schools—and we wouldn't have fences around them if they were not—is that so many people and so many segments of our society perceive them not to be doing well. Right or wrong, these perceptions must be treated as reality, as fact. There really is no good way to judge whether our schools are doing well or poorly since we do not know what they are doing. Our present indicators are achievement test scores. The schools are largely unstudied phenomena. Even when we know how they did on the tests, we still know nothing about what went on in the schools. We do not know what is taught there, how it is taught, how the people feel about what they are doing or anything else of basic importance to policy development. We have only a few intriguing glimpses and our own idiosyncratic beliefs.

Further, there is not anywhere in our society a consistent, clearly articulated set of priorities for our schools—expectations, yes; priorities, no. At various times we want them to teach the fundamentals or to develop self-expression or to prepare the students for specific jobs or to develop individual talent. Most of the time, regardless of what is heard loudest above the cacaphony of sound, we want the schools to do all of these things. It is fair to say that the schools suffer from an overload of expectations and lack of any criteria or guidelines for sorting out clear priorities among conflicting expectations. If our schools go under it will be primarily because we expected too much of them. Given a choice, most people opt for *all* of the goals—they want it all. They aren't prepared to give up *any* of the 11-12 major goals they have set for the schools.

"The curriculum belongs to the American people, not the education profession."

This clutter of unclarified expectations on the outside is reflected in the schools by convulsive spasms. They do not know whether to opt for alternatives or for basics; nor do they know what is basic and what alternatives are alternative to. Given the present climate, to be confused may be a better posture than to be clear.

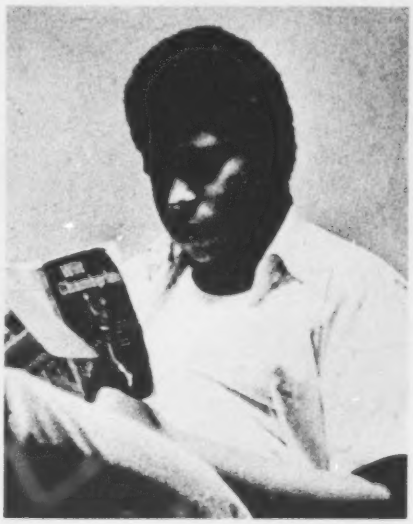
### *Divided profession*

Just as problems for the schools as an institution come from without, there are problems within. There is emerging a dangerously divided profession. The definitions of management and of employees for purposes of collective bargaining may very well place teachers on one side of the table and administrators down to the level of assistant principal on the other side of the table. If or when this occurs, the profession will be divided into "we" and "they" factions.

But this is not the only division. A very large proportion of the teaching profession is made up of specialists first and educators second. Many of these specialists are far more concerned about getting more of what they represent into the curriculum than they are about balance and quality in the education of students. Further, many of these specialists function remote from the educational process, never becoming an integral part of real programs for real students in real schools.

As a result of the division between administrators at the building level and teachers, and this further splintering into specializations, particularly at the secondary school level, there rarely is in each school a critical mass of professionals concerned about planning for the total educational experience of the young people in their charge. They teach pieces of a curriculum, but not people. Administrators tell me they can't bring together the whole faculty on a question—it's because we are not paying enough attention to the school as a social institution.

The rift between the profession and the public already has reached dangerous proportions. However, unless present trends are radically redirected or reversed, the rift will grow wider. To my dismay I find that much of the conventional wisdom in current thinking about collective bargaining proposes that the goals, content, organization, and methods of the curriculum be regarded as optional items for negotiation. I think that's suicide. Government acts pertaining to collective bargaining in the field of education should specify that the curriculum is specifically ruled out as an item of and for negotiation. It belongs to the American people, not the education profession. The education profession now has an opportunity to provide statesmanlike leadership by insisting that this be so. Increasingly, the public is demanding a greater voice in the affairs of our schools; not always



"The bureaucratic complexity making up the system must be reduced."

wisely. At the heart of this interest is the curriculum.

A major obstacle to the kind of reform I have in mind is that the prevailing model of schooling is an industrial one: the school is a factory. As a consequence, expectations for schooling stress efficiency rather than quality of life. Even though education is a process through which substance and the individual are linked, we give very little thought to the nature and quality of linkages. Nor do we give much thought to the quality of life in the workplace—the place where one's humanity is forged.

### *Simplistic model*

Because we hold to this factory model of schooling, we hold also to a simplistic input-environmental response—output model of educational change. We measure the dollars going in at one end and the product coming out at the other and there is supposed to be some measurable relationship between the two. One of the surprising things, given the success of our pragmatism in other realms, is that we go on employing this model even when it does not produce results. We blame administrators or teachers or students but fail to question the approach itself. When the students become alienated and rebellious we propose, first, stricter discipline and then, when this appears not to be working, we propose to throw them out at the age of 14, with little thought to the effect of this on the rest of the ecosystem, to say nothing about the effect on the individual.

There is little doubt in my mind that we need to put together an array of educational institiutions—the home, the school, the media, business, industry, and the like—in a total ecology of education. It grieves me that the criterion for television is entertainment when television is a major form of education. The very best way to move in this direction is to help the school become a healthy subculture. Schools have, in part, an instrumental role to play in serving other institutions and the rest of society. They cannot perform these roles effectively unless they are, themselves, healthy. And healthy schools have to do with the quality of life, not with what they produce. The indicators of health are embedded in the life of the school as a workplace; the moral and spiritual values taught by the schools are in the woodwork.

Principals are the people who, as individuals and as a group, probably can do more than any other individuals or groups to encourage and support the kind of school-by-school reconstruction we need. But a fundamentally different perspective or way of viewing the educational *system* is required. The bureaucratic complexity making up the system must be reduced, conceptually, and to some degree operationally, so as to view and treat the individual school as the largest organic unit for educational change. That is not now its function.

When we come right down to it, the educational *system* consists of *educational* institutions, and can be reduced to 500-800 children, their teachers, the principal, and the staff in Hawthorne Elementary or the 1,200-4,000 students with their teachers, principal, and staff in Dickens High. All the rest is superstructure existing for only one purpose: to support and serve Hawthorne Elementary and Dickens High multiplied many times over. Of course, we know that this is not the way the superstructure functions or perceives itself. Much of its time, energy, and resources go into its own maintenance and self-preservation. (In a recent report on one big city, there were 2,000 school employees whose daily role and function could not be identified.)

Each cluster of students, professionals, support staff, and things together constitute an ecosystem, a school culture, functioning well, badly, or indifferently. It is an incomplete culture, coming to a virtual standstill each day and starting up again the next day. Although it is resilient, it is in many ways quite fragile. It survives even when a good deal of the life is crushed out of it, but it survivies feebly.

The people making up this culture have self-interests. In many ways the self-interests that have come to be dominant in the school have been conditioned by the model of change used by reformers to "improve" the school. This model attributes very little in the way of self-renewing ability on the part of those in the schools and assumes that change must come from the outside, and the model provides a self-fulfilling prophecy.

### *Dominant interests*

Consequently, many of the altruistic and professional concerns that teachers might be expected to have become, at best, only a kind of second-level self-interest. The dominant, visible self-interests are survivial, getting through the day, and improving the monetary rewards. The self-interests of the students too often become "making it" in the system or "copping out" as unobtrusively as possible. Some stay more or less at war with the system.

In large measure these kinds of self-interests tend to parallel the dominant tendencies in the society generally. Too many people simply have rejected civilization and what true responsible belonging to it means. They want only what they can get out of it. Consequently, there is little of that productive tension between self and environment through which the autonomous

"The most powerful force for change is self-interest."

self, living *with* civilization, is shaped and develops. Teaching becomes not good work, but just another job.

The most powerful force for change, good or bad, is self-interest. For change to be good and constructive, self interest and the common welfare must become virtually one.

I believe that the self-interests of the primary participants in the school and the common welfare as represented in the improvement of the American *educational* system are most likely to become one in the process of improving the school as a workplace. There is little likelihood of it occurring through identification with one's specialization, a professional association—which tends to divide those within the schools (it has other values), a union, or all of these, although properly focused on the school as a culture, each can make its appropriate contribution.

What I believe flies in the face of so many things that are current as to have difficulty finding any currency whatsoever. Worse, it smacks of idealistic old-fashioned liberalism and few things are less popular today than the liberal ideal.

### *Love and work*

I happen to believe that good work is basic to the quality of life. Freud summed it all up in just two words: love and work.

In brief summary, I believe that human beings require good work—not just jobs, but good work. A very large part of good work requires a good workplace. It is therefore in one's deepest self interest to create a good workplace. Those who work there are the primary participants in creating that workplace. And here is where the teachers, students, and principals are primary participants, and the parents secondary participants. Since the individual school is what our education system ultimately comes down to, the improvement of education and the self interests of those in the school become one in the reconstruction of the individual school. The task of the rest of the system is to provide a supporting intrastructure.

Beginning in the 1950's, as best as I am able to determine, these propositions began to take shape in my mind in the form of a hypothesis—indeed, a working principle—regarding a potentially productive strategy for the improvement of schooling. This strategy, in turn, took shape in the late 1960's through the early 1970's in the form of a collaborative enterprise focused on the individual school as the largest organic unit for improvement. Eighteen schools in Southern California and the research division of the Institute for Development of Educational Activities, Inc. (IDEA), joined in a symbiotic relationship. The *quid pro quo* was that IDEA would be permitted—and indeed encouraged in its efforts—to study the schools in their effort to improve themselves and the schools, in turn, would benefit from the support, encouragement, and resources of our office. We offered no innovations, no panaceas, and no party line—just a willingness to assist the schools with whatever they wanted to do. We trusted them. The League of Cooperating schools was the innovation. The 6 years of collaboration were spent in massaging the intrastructure of the League so that the self interests of the collaborating parties would be met and modified, and the educational enterprise would be enhanced. It was a rich experience for all of us.

The fact that we presented neither problems nor solutions, expressed no specific expectations, offered neither bribes nor rewards, and foisted on the schools no

"The effective principal creates a certain amount of tension between himself and his superior."

readymade solutions to preconceived problems presented the schools with a disturbingly unfamiliar scenario. The principals in particular looked for the hidden agenda. At some time or other, sooner or later, John Goodlad and his staff would tell them what to do and they in turn would tell the teachers what to do. As one principal put it later, "It didn't happen; believe me, it didn't happen."

### *Thrown off balance*

It is somewhat chilling for me to realize that we have so long operated in an externally-oriented model of school improvement that those in the schools often look for no other schema, are thrown off balance, and become somewhat distrustful, suspicious, and sometimes angry in the face of the alternative briefly described. Part of the anger arises, of course, out of the fact that they meet the enemy and he is they.

Space prevents me from going into the details of this relationship and what evolved in it and from it. The story is told in a series of documentary films available from the IDEA organization in Dayton and a series of books published by McGraw-Hill. The critical elements were: a process of dialogue, decisionmaking, action, and evaluation on the part of the entire faculty under the leadership of the principal with our help; a reinforcing, reassuring network of schools within which ideas resources, and practices were developed and exchanged; a hub or center providing but not endorsing ideas, materials, human resources, and the like; and, above all, continuing, nonpunitive, unquestioning support and encouragement; a continuous and self-directed seminar in which the principals discussed their problems and developed necessary leadership understandings and skills; and a variety of pedagogical interchanges through which teachers wanting help secured help from those able to give it. At the heart of it all was the idea that each individual school, with appropriate support and encouragement, could become sensitive to its own needs, competent in defining them, and discriminating in the selection of resources from within. It was essentially a process of improving the quality of work and the quality of the workplace through a process of reconstruction. What I am describing is the democratic ideal—it calls for trust. Now we aren't sure we can trust anyone any more.

The strategy I have outlined eliminates none of the other elements of our educational system—superintendents, supervisors, teacher educators, researchers, and so on. But it does call for a fundamentally different orientation on the part of each.

### *Not an arm*

There is, for one thing, true decentralization of both responsibility and authority to the local school. The principal becomes not an arm of management but the leader of the organic unit that is the school. The effective principal creates a certain amount of tension between himself and his superior, the superintendent. The understanding superintendent now looks for this quality in the principal and both encourages and rewards it. The shift toward this productive tension is not welcomed by those superintendents who are unsure of themselves and who cannot tolerate the challenge of strong leadership at the local level. But the superintendent must come to understand that this is a large part of what the decentralization we have talked about means. The strong superintendent will encourage a local school and its leadership to be strong because therein, ultimately, will lie renewal and strength in American education.

### *Create our own*

This is an age in which Waldens, in the sense of Thoreau's *Walden,* are hard to come by. The Waldens we dreamed of in our youth are covered now by housing tracts, or factories, or are polluted. Even the most remote ones now have too much of what we are trying to run away from.

Of course, if we study Thoreau's biography, we discover that he did not get away, either. Thoreau only "bivouacked" at Walden, going home every day. His hut was not carved out of the wilderness but was essentially a prefab purchased from a fisherman and assembled in pieces. It was quite the fashion to hold picnics on his front doorstep and, when it rained, visitors swarmed into his tiny cabin. Although at one time Thoreau railed, "Wherever man goes, men will pursue him and paw him with their dirty institutions, and if they can, constrain him to belong to their desperate oddfellow society," he nonetheless noted in *Walden,* "I have three chairs in my house: one for solitude, two for friendship, three for society."

No, we must create our own Waldens. What better place for principals, teachers, and students to begin than with reconstructing the school as a workplace? And what better work for principals than to provide the necessary leadership to help them do it? Happiness will not then be something one pursues on weekends, or in the next job, or in retirement, but something one finds each day in the workplace. ■

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# Conference Program

## Regency Inn, Denver

### *Sunday, April 25, 1976*

7:00 p.m. BANQUET

*Introduction:* Terry Doherty, student, Boulder High School, Boulder, Colo.

*Acknowledgements:* H. John Runkel, assistant regional commissioner, U.S. Office of Education, Denver.

*Chairperson:* Leon P. Minear, regional commissioner, U.S. Office of Education, Denver.

*Welcome:* Calvin M. Frazier, Colorado State commissioner of education.

*Welcome and Introduction:* Owen B. Kiernan, executive secretary, National Association of Secondary School Principals.

*Address:* Fred M. Hechinger, member, Editorial Board, *The New York Times.*

*Topic:* "Growing Up in America"

*Music:* The Colonial Arts Trio from the Denver Symphony Orchestra

### *Monday, April 26, 1976*

8:30 a.m. GENERAL SESSION

*Chairperson:* H. John Runkel

*Introduction:* Rulon R. Garfield, regional director, U.S. Department of Health, Education, and Welfare, Denver.

*Address:* The Honorable Richard Lamm, Governor of Colorado.

*Introduction:* Edward Aguirre, regional commissioner, U.S. Office of Education, San Francisco.

*Address:* Leland B. Newcomer, chairman, California Commission for Reform of Intermediate and Secondary Education.

*Topic:* "Reform: Talking or Doing"

*Introduction:* Cecil Yarbrough, regional commissioner, U.S. Office of Education, Atlanta.

*Address:* A. Craig Phillips, North Carolina State superintendent of public instruction.

*Topic:* "Secondary School Reform in North Carolina"

10:00 a.m. MORNING WORKSHOPS

1. The Exceptional Child: Handicapped, Maladjusted, Gifted, and Talented
2. The Change Process
3. Community Resources for Learning
4. The High School Curriculum in Response to a Changing World
5. Articulation with Postsecondary Education
6. Education through Work and Service
7. Compulsory Education
8. Adolescence and the Youth Subculture
9. Student Rights and Responsibilities
10. Values Education

12:00 noon LUNCH

*Chairperson:* Brother John Olsen, executive secretary, Secondary School Department, National Catholic Education Association, Washington, D.C.

*Introduction:* Dick W. Hays, associate deputy commissioner, Bureau of School Systems, U.S. Office of Education, Washington, D.C.

*Address:* Samuel Proctor, professor, School of Education, Rutgers University, New Brunswick, N.J.

*Topic:* "Youth and the Changing World"

2:00 p.m. AFTERNOON WORKSHOPS

11. Urban Education and Youth
12. Purposes of Secondary Education
13. Job Training and Job Placement
14. Delivery of Guidance Services
15. Multicultural Education
16. Teacher Education
17. Secondary School Size and Organization
18. Violence and Vandalism
19. Graduation Requirements
20. A Design for Developing a Local Curriculum

6:30 p.m. BANQUET

*Chairperson:* Edward B. Larsh, conference coordinator, U.S. Office of Education, Denver.

*Remarks:* Donald R. Seawell, chairman of the board, Denver Center for the Performing Arts.

*Address:* Alvin Eurich, president, Academy of Educational Development, New York, N.Y.

*Topic:* "Arts in the Community"

*Concert:* Marian McPartland, international jazz pianist, with the Denver Public School Jazz Band

## *Tuesday, April 27, 1976*

8:30 a.m. REFLECTION ON HIGH SCHOOL—Session A

*Chairperson:* William McLaughlin, special assistant to the Commissioner, U.S. Office of Education, Washington, D.C.

*Address:* Elissa Jacobs, student, University of Colorado; Don M. Candelaria, student, University of Wyoming.

*Reactors:* Lawrence Senesh, professor of economics, University of Colorado, Boulder; Roxee W. Joly, assistant superintendent of schools, New York City.

REFLECTION ON HIGH SCHOOL—Session B

*Chairperson:* Dean P. Talagan, assistant superintendent of public instruction, State Department of Education, Cheyenne, Wyo.

*Address:* Claude I. Boam, student, University of Wyoming; Susan J. Stophlet, student, Colorado College.

*Reactors:* Gilbert Weldy, member, board of directors, National Association of Secondary School Principals, and principal, Niles High School, Skokie, Ill.; Christine Webb, principal, Dreher High School, Columbia, S.C.

10:00 a.m. CONTINUATION OF MORNING WORKSHOPS

12:00 noon LUNCH

*Chairperson:* Virginia Y. Trotter, assistant secretary for education, U.S. Department of Health, Education, and Welfare, Washington, D.C.

*Introduction:* Byron W. Hansford, executive secretary, Council of Chief State School Officers, Washington, D.C.

*Address:* Carolyn Warner, Arizona State superintendent of public instruction.

*Topic:* "The State in the Art of Reform"

2:00 p.m. CONTINUATION OF AFTERNOON WORKSHOPS

7:00 p.m. TUESDAY EVENING SYMPOSIUM

### *Wednesday, April 28, 1976*

8:30 a.m. GENERAL SESSION

*Chairperson:* Leon P. Minear

*Address:* Terrel H. Bell, U.S. commissioner of education, U.S. Office of Education, Washington, D.C.

*Topic:* "The United States Office of Education's Leadership Role in Secondary Education"

*Address:* Owen B. Kiernan, executive secretary, National Association of Secondary School Principals.

*Topic:* "The National Association of Secondary School Principals Leadership Role in Secondary Education"

9:30 a.m. SUMMARY PANEL: Reactions and Recommendations

*Moderator:* Wendell H. Pierce, executive director, Education Commission of the States, Denver.

*Panelists:* Richard J. Bradley, executive director, New England Association of Schools and Colleges, Inc., Burlington, Mass.; Gregory Ott, student representative, California State Board of Education, Los Altos High School, Los Altos; Clarence Stone, principal, Highland Park High School, Highland Park, Mich.; Sister Mary Prisca Pfeffer, former principal, Academy of Our Lady of Mercy, Louisville, Ky.

12:00 noon LUNCH

*Introduction:* Rick Reilly, student, Boulder High School, Boulder, Colo.

*Chairperson:* Charles M. Fallstrom, president, National Association of Secondary School Principals, and principal, Issaquah High School, Issaquah, Wash.

*Address:* John I. Goodlad, dean, Graduate School of Education, University of California at Los Angeles.

*Topic:* "The Secondary School Principal in the Improvement of the Educational Workplace"

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